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ABSTRACT

A survey was conducted to determine teachers' perceived needs in direct instruction and related professional activities and to determine teachers' familiarity with 14 sets of instructional materials, which were said to represent materials available through Special Education Instructional Materials Centers (SEIMC). Data indicated consistency of findings across states, teaching categories, and teaching levels. It was found that in general, teachers' major problems centered in direct instruction, not pupil characteristics, professional relationships, classroom arrangement and management, or psychological information. Curricular areas of greatest difficulty were said to be social studies, language arts, seatwork, and science. Data indicated that teachers consistently had problems finding instructional materials and student activities. It was also found that special education teachers knew only three of the 14 materials presented: Peabody Language Development Kits, Frostig Program for Development of Visual Perception, and Readers' Digest Skill Builders. Regular teachers knew only of the Readers' Digest Skill Builders. Teacher needs for audio-visual materials seemed to have been met. Implications from the study centered on the SEIMC's need to educate and familiarize teachers with the broad range of instructional materials available in the centers. (CB)

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Research Report No. 6

TEACHERS' PERCEIVED INSTRUCTIONAL NEEDS IN THE NORTHWEST REGION

M. Stephen Lilly, Research Coordinator
and
John Kelleher, Graduate Teaching Fellow

EC 040 378

A publication of the
Northwest Regional Special Education Instructional Materials Center
University of Oregon
Eugene, Oregon

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A primary concern of the SEIMC/RMC Network is service to teachers and administrators of regular and special education, service designed to provide more adequate educational settings for children. During the past two years, much of the responsibility for provision of such direct services to practitioners has been assumed by the Associate Special Education Instructional Materials Centers and Regional Centers have assumed a supportive role in terms of service functions.

In providing services to the field, a heavy emphasis has been placed on preservice and inservice training of teachers, concerning both direct use of instructional materials and general teaching strategies for use in the classroom. As a support activity for Associate Centers involved in such training, the Northwest Regional Special Education Instructional Materials Center conducted a survey of teachers in the five state region during the Spring quarter, 1970. The aim of the survey was twofold: 1) to determine teachers' perceived needs in areas of direct instruction and related professional activities; and 2) to determine teachers' familiarity with fourteen sets of instructional materials, selected as representative of materials available through Special Education Instructional Materials Centers.

Much of the instrumentation and methodology for the present study was patterned after a survey conducted in Iowa by Meyen and Carr (1968). The sample of the present study was more inclusive than Meyen and Carr's, but the purpose of the study was the same--to provide teacher input to planning of inservice training.

PROCEDURES

A questionnaire was utilized in the present study which was

developed by Meyen and Carr (1968) specifically for use in that survey. The questionnaire, which can be found in Appendix A, is an extensive listing of instructional settings and situations, designed to give a complete view of the teaching setting. Approximately 60-90 minutes were required for teachers to complete the questionnaire. Meyen and Carr describe development of the survey instrument as follows:

> The initial efforts of the project staff were devoted to the development of a survey instrument designed to assess instructional problems as perceived by special class teachers. Discussion sessions were held to explore the kinds of problems teachers most typically encountered in the process of teaching retarded children. Following a delineation of anticipated problems, it became apparent that there were three dimensions to these problems, regardless of subject. These dimensions included methodology, appropriateness of the instructional task, and the availability of classroom materials and of ideas for student activities. Using these three factors as a frame of reference, the staff searched the literature to identify those elements of the curriculum which might present problems to teachers. The literature reviewed included curriculum guides, articles, texts, theses, and unpublished curricular materials. A preliminary inventory of possible sources of problems was compiled and submitted for evaluation to special class teachers enrolled in two off-campus extension courses, to six critic teachers in the Pine School section of the University of Iowa Hospital School, and to students enrolled in an on-campus course on curriculum development for the educable mentally retarded. These persons were asked to rank in descending order the severity of the problem posed by the respective items in the inventory. Those items to which no significant problems were attached by universal agreement were omitted. Additional items which were not anticipated by the participants in the pilot study, were incorporated in the final questionnaire.

The final survey instrument included 315 possible responses through 16 sections namely:

1. General Information (identification data)
2. Experience Units (8 instructional entries)
3. Special Subjects (6 entries)
4. Reading (13 instructional entries)
5. Arithmetic (13 instructional entries)
6. Language Arts (11 instructional entries)
7. Science (8 instructional entries)
8. Social Studies (20 instructional entries)

9. Seatwork (15 instructional entries)
10. Pupil evaluation (7 curricular entries)
11. Pupil characteristics (6 curricular entries)
12. Professional Relationships (11 curricular entries)
13. Psychological Information (3 curricular entries)
14. Classroom Arrangement and Management (7 curricular entries)
15. General Methodology (8 instructional entries)
16. Audio Visual (14 curricular entries)

Slight revisions were made in the original instrument for use in the present study, and a section on instructional materials (Section IX) was added for the purpose of determining teachers' familiarity with selected instructional materials. Complete directions for teachers' responses can be found in the questionnaire (Appendix A).

SAMPLE

The questionnaire was sent to 2,593 school personnel in the five-state region served by the NWSEIMC. In Alaska, Hawaii, and Idaho, an attempt was made to sample all special education teachers through use of existing State Directories of Special Education. In Alaska, an additional sample of "bush teachers" was selected and surveyed, "bush teachers" being teachers in remote villages who teach in multi-grade classrooms.

In Washington, a state mailing list was used to send questionnaires, but the results were not altogether satisfactory. Specific position titles were not available for persons on the mailing list, and some special education teachers were missed in the mailing, while some non-special education personnel such as school nurses and local school administrators were sampled. Even with these limitations, however, the return from Washington constituted a sizable percentage of the total return.

In the state of Oregon, a selected sample of special and regular class teachers was surveyed. The sample was drawn from existing state

directories and was chosen to represent both urban and rural settings. For the purposes of the study, counties with populations greater than 50,000 were designated urban, and counties under 50,000 population were labeled rural. Thus, for Oregon, regular and special class samples were drawn from both urban and rural settings.

Of the 2,593 questionnaires sent, 967 were returned. Of these, 831 were usable returns and 136 were unusable. Unusable returns fell primarily into three categories: 1) returned because the person surveyed was not a teacher (e.g., school nurse, school psychologist, principal, director of special education, etc.); 2) returned because the teacher did not consider the questionnaire appropriate for his/her setting; and 3) returned blank.

Adjusting the number of original questionnaires sent using the proportion of unusable returns to total returns, an adjusted "appropriate mail-out" figure of 2,228 was reached. Of these, 831 appropriate returns were received, representing a 37% return rate.

REPORTING

Prior to initiating the survey, a commitment was obtained from all Associate SEIMC's in the service region to hold three workshops during the 1970-71 academic year, based in whole or in part on the survey findings. During September and October, the data were presented to State Department of Education and Associate Center personnel in all five states, and planning for the workshops was initiated. The Research Coordinator and Field Coordinator for the NWSEIMC were the catalysts in this reporting and planning effort, which took priority over written reporting of the data.

DATA ANALYSIS

The data were analyzed for the total sample and for each state individually. In addition, within-state sub-analyses were done to differentiate between urban and rural teachers in Oregon, community and bush teachers in Alaska, and Oahu and outer-island teachers in Hawaii.

The demographic data on respondents was utilized to determine further units for sub-analyses. For example, the total sample was divided into teaching categories, and separate analyses were done for: 1) teachers of the mildly handicapped (educable mentally retarded, emotionally disturbed, learning disabled, and remedial reading combined); 2) teachers of the trainable mentally retarded; 3) teachers of the deaf and visually handicapped; and 4) regular classroom teachers. Speech therapists and teachers of the orthopedically handicapped were excluded from the teaching categories analysis.

In terms of teaching level, separate analyses were done for teachers at the primary, intermediate, junior high, and senior high school levels. As with teaching categories, this sorting of teachers into levels of instruction was done on the total sample of respondents. A breakdown of all analyses done can be found in Table 1.

TABLE 1 - SUMMARY OF DATA ANALYSIS UNITS

I - Total Sample

II - State Categorizations

A. Washington
B. Idaho

C. Oregon
   1. Urban
   2. Rural
D. Alaska
   1. Community
   2. Bush
E. Hawaii
   1. Oahu
   2. Outer Island

III - Teaching Category

A. Mildly handicapped
B. Trainable mentally retarded
C. Deaf and/or visually handicapped
D. Regular class

IV - Teaching Level

A. Primary
B. Intermediate
C. Junior high
D. Senior high

Because of the complexities of the multiple analyses, the results will be presented in four sections, broken down as follows:

Section 1 - Results for Total Sample
Section 2 - Results by States
Section 3 - Results by Teaching Categories
Section 4 - Results by Teaching Levels

The reporting will be similar for each results section, with the respondent sample being categorized on the various dimensions.

RESULTS - TOTAL SAMPLE

Table 2 presents the demographic data for the total sample of 831 respondents. This table indicates that only 5% of the sample did not have college degrees, and of those who did, approximately 2/3 were at the BA level, and 1/3 at the MA level. Nearly 90% of all teachers responding were certified for their present teaching position, and the average total teaching experience was 10 years. The majority of the

respondents were teachers in special classes for the "mildly handicapped" (60%), followed by regular class teachers (25%), teachers of deaf and/or visually handicapped (10%), and teachers of the trainable mentally retarded (5%). Primary and intermediate teachers made up approximately 78% of the sample, with the remaining 22% being at the junior and senior high school level.

Insert Table 2 about here

In a special question designed to elicit teachers' attitudes about their "general teaching situation," 31% of the teachers rated their general situation "good," 59% rated it "average," and 10% rated it "poor." The descriptive adjectives were defined as follows in the questionnaire instructions:

1. The general conditions are good. Any material desired is available. Supervisory and consultive services are appropriate and sufficient. Favorable working conditions exist.

2. The general conditions are average. Some, but not all, materials are available. Supervisory and consultive services offer assistance but could not be described as satisfying all needs. Working conditions are acceptable, yet not entirely satisfactory.

3. The general conditions are poor. Very few materials are available. Supervisory and consultive services are limited. Working conditions are inadequate.

With regard to specific problems in teaching, Table 3 presents mean ratings for sections of the survey pertaining specifically to the teacher's role in the classroom. A mean for each section is listed, and the sections are ranked from 1 (most difficult) to 13 (least difficult) in the adjoining column.

Insert Table 3 about here

TABLE 2

DEMOGRAPHIC DATA FOR THE TOTAL SAMPLE OF TEACHERS

	N	%
LEVEL OF PREPARATION		
LESS THAN BA		
BA	36	5
BA+	513	64
MA		
MA+	251	31
CERTIFICATION		
YES	679	88
NO	89	12
TEACHING CATEGORY		
MILD HANDICAP	481	60
TMR	41	5
DEAF AND/OR VISUALLY HANDICAPPED	77	10
REGULAR CLASS	201	25

	NUMBER OF YEARS	
TEACHING EXPERIENCE		
25TH PERCENTILE	3	
50TH PERCENTILE	8	
75TH PERCENTILE	15	
MEAN TOTAL TEACHING EXPERIENCE	10.3	
TEACHING LEVEL	N	%
PRIMARY	346	44
INTERMEDIATE	267	34
JUNIOR HIGH	77	10
SENIOR HIGH	95	12
GENERAL TEACHING CONDITION		
1 = GOOD	250	31
2 = AVERAGE	469	59
3 = POOR	76	10

TABLE 3

RANK OF MEANS FOR SELECTED SURVEY SECTIONS
FOR THE TOTAL SAMPLE OF TEACHERS

		MEAN	RANK
II	EXPERIENCE UNITS	2.12	8
III	SPECIAL SUBJECTS	2.26	5
IV	READING	2.13	7
V	ARITHMETIC	2.26	5
VI	LANGUAGE ARTS	2.33	2
VII	SCIENCE	2.28	4
VIII	SOCIAL STUDIES	2.44	1
X	SEATWORK	2.30	3
XI	PUPIL EVALUATION	1.88	11
XII	PUPIL CHARACTERISTICS	1.87	12
XIII	PROFESSIONAL RELATIONSHIPS	1.69	13
XIV	PSYCHOLOGICAL INFORMATION	1.91	10
XV	CLASSROOM ARRANGEMENT AND MANAGEMENT	1.95	9
IX	INSTRUCTIONAL MATERIALS	1.99	

It will be noted in Table 3 that the most difficult area for the teachers in the total sample was the area of social studies, followed by language arts, seatwork, science, arithmetic, and special subjects in that order. An interesting finding is that sections XI through XV, dealing with pupil personnel and professional relations problems as opposed to direct instruction, were rated least difficult by the responding teachers, indicating a prime concern with problems in direct instruction of children.

Within each section of the survey, means were computed for each individual item and a ranking of items within each section was done. In Tables 4-9 section analyses are presented for the top six sections in terms of teacher difficulty, as listed above.

Insert Tables 4-9 about here

Results of section analyses for the five areas of difficulty indicate the following:

1. In the area of social studies, the four most difficult items to teach were union membership, fringe benefits, sex education, and government. These areas, while being most difficult, also drew a rather large percentage of "not appropriate" responses, ranging from 40% for sex education to 69% for union membership. The latter percentage undoubtedly represents, to some extent at least, an elementary vs. secondary teacher split. Even with the high not appropriate figures, however, these findings indicate relative difficulty in teaching these subjects among teachers who are attempting to do so.

TABLE 4

APPROPRIATENESS, MEANS AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SOCIAL STUDIES AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	N/A	Determine Content		Materials & Student Activities	
	%	Mean	Rank	Mean	Rank
1. Home and family	20	1.85	18	2.12	18
2. Community	20	2.01	16	2.23	16
3. Safety	17	1.81	19	2.06	20
4. Health	17	1.91	20	2.11	19
5. Government	42	2.87	1	2.96	3
6. Local current events	26	2.18	12	2.27	15
7. State current events	34	2.50	8	2.61	8
8. National current events	32	2.52	7	2.59	9
9. Use of news media	32	2.41	10	2.49	11
10. Historical events	32	2.60	5	2.66	7
11. Sex education	40	2.88	2	3.10	2
12. Law and authority	18	2.17	13	2.49	11
13. Use of leisure time	21	2.47	9	2.74	6
14. Inter-intracity travel	24	2.14	14	2.30	14
15. Grooming	18	1.95	17	2.21	17
16. Work habits/attitudes	22	2.13	15	2.44	13
17. Job aspirations	46	2.56	6	2.85	5
18. Job application process	54	2.27	11	2.58	10
19. Fringe benefits	57	2.69	4	2.95	4
20. Union membership	59	2.85	3	3.15	1

TABLE 5

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING LANGUATE ARTS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	N/A Teaching Methods			Materials and Student Activities	
	%	Mean	Rank	Mean	Rank
1. Listening skills	8	2.23	6	2.44	4
2. Oral Vocabulary Development	7	2.23	6	2.38	6
3. Improving Oral Self-Expression	8	2.38	3	2.46	3
4. Manuscript Writing	23	2.00	10	2.12	11
5. Cursive Writing	29	2.13	9	2.18	9
6. Spelling	18	2.21	8	2.24	8
7. Use of Telephone	34	1.97	11	2.16	10
8. Following Directions	8	2.31	5	2.44	4
9. Letter Writing	28	2.34	4	2.33	7
10. Written Self-Expression	26	2.73	1	2.63	1
11. Business Forms	62	2.62	2	2.63	1

TABLE 6

DIFFICULTY WITH SEATWORK AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK
DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN:		
Arithmetic	1.73	15
Language Arts	2.09	11
Reading	1.93	14
Social Studies	2.46	6
Science	2.76	2
DIFFICULTY IN DESIGNING SEATWORK ON DIFFERENT ABILITY LEVELS:		
Arithmetic	1.95	13
Language Arts	2.22	8
Reading	2.02	12
Social Studies	2.65	4
Science	2.84	1
DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED:		
Arithmetic	2.15	10
Language Arts	2.28	7
Reading	2.17	9
Social Studies	2.59	5
Science	2.73	3

TABLE 7

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SCIENCE AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	N/A Determine Content			Materials and Student Activities	
	%	Mean	Rank	Mean	Rank
1. Weather	22	1.95	6	2.41	5
2. Seasons of the Year	23	1.86	8	2.27	7
3. Plants	22	2.05	5	2.31	6
4. Animals	22	1.92	7	2.24	8
5. Sun, earth, moon	25	2.28	3	2.57	3
6. Air	25	2.33	1	2.60	2
7. Water	25	2.21	4	2.51	4
8. Conservation of Natural Resources	28	2.33	1	2.67	1

TABLE 8

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING ARITHMETIC AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	N/A Teaching Methods			Materials and Student Activities	
	%	Mean	Rank	Mean	Rank
1. Basal Arithmetic series	31	2.09	8	2.37	5
2. Readiness program	37	2.07	10	2.35	6
3. Addition	21	1.65	13	1.87	13
4. Subtraction	23	1.78	12	1.97	12
5. Multiplication	35	1.93	11	2.15	11
6. Division	40	2.15	5	2.27	10
7. Word Problems	30	2.80	1	2.87	1
8. Fractions and Decimals	45	2.53	2	2.70	2
9. Concept of place values	30	2.49	3	2.56	3
10. Ability Grouping	27	2.13	7	2.35	6
11. Use of money	18	2.08	9	2.34	8
12. Time	17	2.14	6	2.30	9
13. Measurement	19	2.32	4	2.56	3

TABLE 9

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SPECIAL SUBJECTS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK
DO YOU EXPERIENCE DIFFICULTY IN SELECTION AND/OR OBTAINING:		
1. Appropriate art activities	1.98	5
2. Appropriate methods for teaching art.	2.11	4
3. Materials for teaching art	2.23	3
4. Appropriate music activities	2.54	2
5. Appropriate methods for teaching music	2.74	1
6. Physical education activities	1.95	6

2. In the area of language arts, the three most clearly difficult areas were written self expression, business forms, and oral self expression. Many other items in this section could be listed as comparatively difficult, but the primary concerns seemed to center in areas of self expression.
3. In the area of seatwork, the emphasis was on developing social studies and science seatwork at varying ability and interest levels. Relatively little difficulty was expressed in the areas of arithmetic, language arts, and reading seatwork.
4. In the area of science, a rather interesting pattern emerged. The four most difficult items were conservation of natural resources, air, (sun, earth, and moon), and water. These were ranked comparatively more difficult than weather, seasons of the year, plants, and animals, indicating a possible emphasis on issues of ecology and space.
5. In arithmetic, the areas of most difficulty were word problems, fractions and decimals, concept of place values, and measurement. Not appropriate responses for these items ranged from 19% for measurement to 45% for fractions and decimals. Areas of least difficulty in arithmetic were the basic areas of addition, subtraction, multiplication, and readiness.
6. In special subjects the primary problems were in selecting appropriate music activities and appropriate methods for teaching music. Problems in teaching art and physical education were secondary.

As a general rule, teachers' expressed greater difficulty in finding materials and student activities than in determining teaching

methods or content to be taught.

All items of interest from the tables of results cannot possibly be explored in this report, and only selected findings are being highlighted. Complete tables for the total sample can be found in Appendix B, however, for the perusal of interested readers.

Of special interest in the present study was the section on instructional materials. In this section, fourteen instructional materials were listed, chosen to cover both diagnostic and instructional materials across varied subject areas. Both well known and little known materials were chosen. In addition to these fourteen, a non-existent material was listed ("The Jefferson Program for Concept Development") to serve as a truth indicator for the ratings.

Teachers were asked to rate each material on a 1 to 5 scale, according to the following instructions:

a. If you are not at all familiar with the material, you should check in the first space as follows:
   1 X 2___ 3___ 4___ 5___

b. If you have heard of or read about the material, but have never seen it, you should check in the second space as follows:
   1___ 2 X 3___ 4___ 5___

c. If you have seen the material demonstrated or in use, you should check in the third space as follows:
   1___ 2___ 3 X 4___ 5___

d. If you have tried the material in your classroom, you should check in the fourth space as follows:
   1___ 2___ 3___ 4 X 5___

e. If you use (or have used) the material regularly in your classroom, you should check in the fifth space as follows:
   1___ 2___ 3___ 4___ 5 X

Table 10 presents a mean rating for each material for the total sample as well as a ranking of all materials from 1 (most familiar) to

15 (least familiar).

Insert Table 10 about here

The results for this portion of the survey indicate that only three materials listed were reasonably familiar to the responding teachers. These three, in order of familiarity, are 1) Readers Digest Skill Builders, 2) Frostig Program for the Development of Visual Perception, and 3) Peabody Language Development Kits. For the remaining materials, means ranged from 1.37 to 2.13, and it should be recalled that a rating of 2 indicated that the teacher had "heard of or read about the material, but had never seen it." The fictional material finished last on the list (mean of 1.19, rank of 15) indicating that judgments on other materials were not grossly overestimated.

A final section of the questionnaire dealt with the availability and use of audio-visual equipment among teachers. These results are presented in Table 11, and are listed in percentages of negative responses. For example, column 1 lists the percent of respondents who did not have the listed equipment available, column 2 lists percentage of teachers not considering the equipment appropriate, and columns 3 and 4 list percentage of respondents having difficulty with operation of equipment or finding materials for use with equipment.

Insert Table 11 about here

The generally low percentages listed in Table 11 indicate a general lack of problems in the area of audio-visual equipment. Some exceptions can be noted, the most significant of which is with regard to

TABLE 10

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS
BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK
1. Peabody Language Development Kits	2.83	3
2. Fitzhugh Plus Program	1.46	13
3. Frostig Program for the Development of Visual Perception	2.84	2
4. Simplified Reading Readiness Program	2.13	4
5. Readers Digest Skill Builders	3.29	1
6. Money Makes Sense & Using Dollars and Sense	1.98	5
7. Finding your job (Finney Co.)	1.62	10
8. Captioned films for the deaf	1.55	12
9. Jefferson Program for Concept Development	1.19	15
10. Basic Concept Inventory	1.62	10
11. Durrell Reading Capacity and Achievement Test	1.97	6
12. Wepman Auditory Discrimination Test	1.79	7
13. Cain Levine Social Competency Scale	1.37	14
14. Open Court Reading Program	1.76	8
15. Distar Language Program	1.64	9

TABLE 11

AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR THE TOTAL SAMPLE OF TEACHERS

	AVA	APPROP	OPERATION	MATERIALS
EQUIPMENT				
MOTION PICTURE PROJECTOR	11.7	10.0	10.6	11.0
SLIDE PROJECTOR	15.2	8.9	2.5	11.3
FILM STRIP PROJECTOR	10.8	5.5	2.7	9.5
TAPE RECORDER	14.0	3.7	4.1	11.0
OPAQUE PROJECTOR	30.0	12.9	5.8	11.4
OVERHEAD PROJECTOR	18.0	10.0	4.6	21.7
PHONOGRAPH	13.0	4.7	1.4	10.5
CAMERA	47.2	12.2	3.9	8.2
RELATED MATERIALS				
PICTURES	17.3	3.3	0	6.0
POSTERS	20.1	3.9	0	6.4
MODELS	27.6	5.3	0	7.1
DISPLAYS	26.9	5.1	0	7.2
PROG. INST. MATERIALS	31.2	3.7	0	9.9

WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMED MATERIALS FOR USE WITH THE BASIC SKILLS?			
	YES	750	96%
	NO	31	4%

programmed materials. This item was included in this section for lack of a more reasonable placement, and 31% of the respondents indicated that programmed instructional materials were not readily available to them. In a separate question, 96% of teachers responding indicated that it would be helpful to have available programmed materials for use in teaching basic skills. Thus, in the area of programmed materials, there seems to be a discrepancy between need and availability.

This section has presented the major findings of the survey for the total sample of responding teachers. Because there is a general consistency of findings across all analyses, these results will not be reported in the same detail as has been done for the total sample. In each subsequent results section, tables will be included presenting demographic data, section means and ranks, and means and ranks on instructional materials. A general discussion will then be presented with regard to the findings for that sub-analysis, with an emphasis on comparisons of groups within the analysis, as well as comparison of results for the sub-analysis with results for the total sample. For each sub-analysis, complete results tables will be included as appendices to this report. Because of space considerations, the reader will be referred to the appendices for section analysis tables for the remainder of the report.

RESULTS BY STATES

In this section, results are discussed for sub-analyses done between and within states. Data are presented on eight separate groups of teachers, Oregon urban, Oregon rural, Idaho, Washington, Alaska community, Alaska bush, Hawaii Oahu, and Hawaii neighboring islands.

Tables 12 through 14 present the following information on these groups of teachers:

Table 12 - Demographic Data
Table 13 - Section Means and Ranks
Table 14 - Instructional Materials Means and Ranks

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Insert Tables 12-14 about here

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In terms of demographic data, there are a few observable differences between groups of teachers. Comparatively, Hawaii has fewer certified teachers than the other states. A slight difference can be observed between urban and rural Oregon teachers at the MA level. Otherwise, no consistent differences emerge.

With regard to teaching conditions, the results roughly correspond to the total sample with the exception of three groups, who rated their teaching conditions poor in relation to the total sample. Groups with low percentages of "good" ratings of teaching conditions were Idaho (12%), Hawaii outer island (11%), and Alaska bush (19%). The group with the highest percentage of "good" ratings was Oregon urban teachers (44%), indicating a possible relationship between population density and general teaching condition.

With regard to section means and rankings, it is difficult to generalize across eight groups. Table 12 clearly indicates, however, that areas of direct instruction were most important to all eight groups of teachers, and a perusal of the table will indicate that areas of consistent concern were social studies, seatwork, science, and language arts. These four areas ranked in the top five for nearly all groups of teachers. Other specific areas of difficulty were arithmetic, which was the top concern of Alaska community

TABLE 12

DEMOGRAPHIC DATA FOR STATES

	ORE U.		ORE R.		IDAHO		WASH.	
	N	%	N	%	N	%	N	%
LEVEL OF PREPARATION								
LESS THAN B.A.	4	2	4	10	5	15	8	3
B.A. / B.A.+	145	57	28	70	28	82	183	69
M.A. / M.A.+	105	41	8	20	1	3	73	28
CERTIFICATION								
YES	231	96	39	98	27	87	218	90
NO	9	4	1	3	4	13	23	10
TEACHING CATEGORY								
MILD HANDICAP	133	56	19	48	31	86	181	72
TRAINABLE MENTALLY RETARDED	3	1	--	--	5	14	19	8
DEAF AND VISUALLY HANDICAPPED	38	16	--	--	--	--	25	10
REGULAR CLASS	64	27	21	52	--	--	28	11

	ORE U.	ORE R.	IDAHO	WASH.
	NUMBER OF YEARS			
TEACHING EXPERIENCE				
25TH PERCENTILE	4	3	1	3
50TH PERCENTILE	10	10	5	6
75TH PERCENTILE	19	21	13	14
MEAN TOTAL TEACHING EXPERIENCE	12.6	12.8	7.6	9.3

	N	%	N	%	N	%	N	%
TEACHING LEVEL								
PRIMARY	94	38	14	35	17	47	136	51
INTERMEDIATE	103	41	18	45	10	28	84	31
JUNIOR HIGH	22	9	5	13	4	11	17	6
SENIOR HIGH	30	12	3	8	5	14	30	11
GENERAL TEACHING CONDITION								
1 = GOOD	107	44	12	31	4	12	78	31
2 = AVERAGE	123	50	24	62	27	79	157	62
3 = POOR	15	6	3	8	3	9	20	8

TABLE 12 (continued)

	HAWAII OAHU		HAWAII OUT. ISL		ALASKA COMM.		ALASKA BUSH	
	N	%	N	%	N	%	N	%
LEVEL OF PREPARATION								
LESS THAN B.A.	1	1	2	11	0	0	0	0
B.A. / B.A.+	49	64	9	50	17	65	16	73
M.A. / M.A.+	26	34	7	39	9	35	6	27
CERTIFICATION								
YES	49	66	9	53	22	96	22	100
NO	25	34	8	47	1	4	0	0
TEACHING CATEGORY								
MILD HANDICAP	61	78	15	83	21	75	13	59
TRAINABLE MENTALLY RETARDED	4	5	3	17	6	21	1	5
DEAF AND VISUALLY HANDICAPPED	13	17	0	0	1	4	0	0
REGULAR CLASS	0	0	0	0	0	0	8	36

	HAWAII OAHU	HAWAII OUT. ISL.	ALASKA COMM.	ALASKA BUSH
	NUMBER OF YEARS			
TEACHING EXPERIENCE				
25TH PERCENTILE	3	4	2	3
50TH PERCENTILE	7	9	4	7
75TH PERCENTILE	13	16	6	13
MEAN TOTAL TEACHING EXPERIENCE	9.9	11.2	4.7	9.5

	N	%	N	%	N	%	N	%
TEACHING LEVEL								
PRIMARY	36	47	8	44	16	64	6	32
INTERMEDIATE	19	25	6	33	3	12	8	42
JUNIOR HIGH	10	13	2	11	5	20	1	5
SENIOR HIGH	12	16	2	11	1	4	4	20
GENERAL TEACHING CONDITION								
1 = GOOD	23	31	2	11	9	36	4	19
2 = AVERAGE	45	61	15	83	15	60	10	48
3 = POOR	6	8	1	6	1	4	7	33

TABLE 13

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR STATES

	OREGON URBAN		OREGON RURAL		IDAHO		WASHINGTON	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
II EXPERIENCE UNITS	2.06	7	2.00	6	2.47	6	2.04	9
III SPECIAL SUBJECTS	2.14	5	1.94	9	2.31	8	2.19	6
IV READING	1.97	8	1.95	7	2.41	7	2.18	7
V ARITHMETIC	2.10	6	2.14	3	2.77	2	2.34	4
VI LANGUAGE ARTS	2.19	4	2.22	2	2.68	3	2.35	3
VII SCIENCE	2.23	2	2.04	5	3.03	1	2.24	5
VIII SOCIAL STUDIES	2.32	1	2.28	1	2.66	4	2.53	1
X SEATWORK	2.22	3	2.14	3	2.66	4	2.38	2
XI PUPIL EVALUATION	1.89	10	1.79	11	2.15	11	1.85	11
XII PUPIL CHARACTERISTICS	1.81	11	1.81	10	1.95	12	1.82	12
XIII PROFESSIONAL RELATIONSHIPS	1.54	13	1.50	13	1.93	13	1.70	13
XIV PSYCHOLOGICAL INFORMATION	1.78	12	1.76	12	2.16	10	1.87	10
XV CLASSROOM ARRANGEMENT AND MANAGEMENT	1.92	9	1.96	8	2.28	9	2.12	8

	MEAN	MEAN	MEAN	MEAN
IX INSTRUCTIONAL MATERIALS	2.10	1.97	2.21	2.00

TABLE 13 (continued)

	HAWAII OAHU		HAWAII OUT ISL		ALASKA COMM.		ALASKA BUSH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
II EXPERIENCE UNITS	1.90	8	2.24	6	2.16	8	2.24	8
III SPECIAL SUBJECTS	2.01	6	2.35	5	2.35	5	2.55	2
IV READING	2.12	3	2.09	9	2.34	6	2.32	6
V ARITHMETIC	2.10	5	2.21	7	2.58	1	2.26	7
VI LANGUAGE ARTS	2.24	1	2.38	3	2.44	4	2.40	5
VII SCIENCE	2.13	2	2.38	3	2.25	7	2.49	3
VIII SOCIAL STUDIES	2.12	3	2.40	1	2.56	2	2.64	1
X SEATWORK	1.97	7	2.39	2	2.56	2	2.43	4
XI PUPIL EVALUATION	1.64	12	2.01	11	1.89	10	2.15	10
XII PUPIL CHARACTERISTICS	1.80	10	2.02	10	1.67	13	2.13	11
XIII PROFESSIONAL RELATIONSHIPS	1.56	13	1.66	13	1.83	12	2.00	12
XIV PSYCHOLOGICAL INFORMATION	1.90	8	1.90	12	1.95	9	1.97	13
XV CLASSROOM ARRANGEMENT AND MANAGEMENT	1.79	11	2.15	8	1.89	10	2.16	9

	MEAN	MEAN	MEAN	MEAN
IX INSTRUCTIONAL MATERIALS	2.17	1.94	2.05	1.89

TABLE 14

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR STATES

	OREGON URBAN		OREGON RURAL		IDAHO		WASHINGTON	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Peabody Language Development Kits	2.85	3	2.45	3	3.83	1	3.10	1
2. Fitzhugh Plus Program	1.54	13	1.39	12	1.36	13	1.53	11
3. Frostig Program for the Development of Visual Perception	2.89	2	2.72	2	3.09	4	3.06	2
4. Simplified Reading Readiness Program	2.25	4	2.18	5	2.49	5	2.06	4
5. Readers Digest Skill Builders	3.61	1	3.46	1	3.79	2	3.06	2
6. Money Makes Sense & Using Dollars and Sense	1.98	6	2.26	4	3.43	3	1.79	8
7. Finding Your Job (Finney Co.)	1.64	12	1.69	9	2.12	6	1.49	13
8. Captioned films for the deaf	1.69	10	1.13	14	1.34	14	1.52	12
9. Jefferson Program for Concept Development	1.16	15	1.13	14	1.18	15	1.22	15
10. Basic Concept Inventory	1.82	9	1.56	10	1.79	7	1.56	10
11. Durrell Reading Capacity and Achievement Test	2.24	5	2.15	6	1.71	8	1.82	6
12. Wepman Auditory Discrimination Test	1.83	8	1.72	8	1.57	9	1.81	7
13. Cain-Levine Social Competency Scale	1.45	14	1.41	11	1.41	12	1.41	14
14. Open Court Reading Program	1.93	7	2.05	7	1.57	9	1.97	5
15. Distar Language Program	1.69	10	1.34	13	1.46	11	1.77	9

*In this section teachers were asked to respond on a fixed point scale with regard to their familiarity with the materials named. The scale was to be marked as follows:

Not familiar with the materials 1 X 2 3 4 5
Have read or heard about 1 2 X 3 4 5
Have seen demonstrated or in use 1 2 3 X 4 5
Have tried the material 1 2 3 4 X 5
Use the material regularly 1 2 3 4 5 X

TABLE 14 (continued)

	HAWAII OAHU		HAWAII OUT ISL.		ALASKA COMM.		ALASKA BUSH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Peabody Language Development Kits	3.20	2	2.94	2	3.23	2	2.73	2
2. Fitzhugh Plus Program	1.59	11	1.33	12	1.54	10	1.38	11
3. Frostig Program for the Development of Visual Perception	3.25	1	2.94	2	3.64	1	2.68	3
4. Simplified Reading Readiness Program	2.32	5	2.31	4	2.13	5	1.77	7
5. Readers Digest Skill Builders	3.00	3	3.31	1	3.20	3	3.46	1
6. Money Makes Sense & Using Dollars and Sense	2.44	4	2.06	5	1.89	7	1.91	4
7. Finding Your Job (Finney Co.)	2.13	7	1.77	6	1.65	8	1.46	10
8. Captioned films for the deaf	1.61	10	1.18	14	1.39	12	1.36	12
9. Jefferson Program for Concept Development	1.25	15	1.12	15	1.23	15	1.05	15
10. Basic Concept Inventory	1.56	12	1.47	10	1.36	13	1.73	8
11. Durrell Reading Capacity and Achievement Test	2.06	8	1.77	6	2.12	6	1.91	4
12. Wepman Auditory Discrimination Test	2.30	6	1.71	8	2.15	4	1.86	6
13. Cain-Levine Social Competency Scale	1.44	13	1.31	13	1.26	14	1.36	12
14. Open Court Reading Program	1.38	14	1.47	10	1.56	9	1.55	9
15. Distar Language Program	2.03	9	1.59	9	1.52	11	1.32	14

*In this section teachers were asked to respond on a fixed point scale with regard to their familiarity with the materials named. The scale was to be marked as follows:

Not familiar with the materials 1 X2 3 4 5
Have read or heard about 1 2 X3 4 5
Have seen demonstrated or in use 1 2 3 X4 5
Have tried the material 1 2 3 4 X5
Use the material regularly 1 2 3 4 5 X

teachers and the number two difficulty of Idaho teachers, and reading, which was the third area of difficulty for Hawaii Oahu respondents. Alaska bush teachers rated special subjects as the second most difficult teaching area.

In examining the section tables (see Appendix C) for these groups, the results generally reflect those reported for the total sample. One interesting difference is found in the area of science in which, as might be expected, Hawaii teachers expressed difficulty in teaching seasons of the year. In the area of reading, the major difficulty for Hawaii Oahu teachers was in reading comprehension, followed by supplemental and recreational reading.

With regard to instructional materials, the total sample results held true for all groups. In all cases but one, the three most widely known materials were the Peabody Language Development Kits, Frostig Visual Perception Materials, and Readers Digest Skill Builders. The single exception was Idaho teachers, who ranked Money Makes Sense & Using Dollars and Sense in the number three position, ahead of the Frostig materials. In all cases, there was a substantial jump from familiarity level with these three materials to familiarity with the others. In all groups, the fictional material was at, or near, the bottom of the list with regard to familiarity.

The mean familiarity ratings ranged from 1.89 for Alaska bush teachers to 2.21 for Idaho teachers, and an urban/rural differential appeared to be present in Oregon, Alaska, and Hawaii. While this difference in familiarity in favor of urban groups was consistent across all three states however, it was not great in magnitude, with the mean differences ranging from .23 in Hawaii to .13 in Oregon.

With regard to availability of audio-visual equipment, there was not a great deal of variability between or within states. An expected urban/rural differential materialized only in Hawaii, where more outer-island teachers reported audio-visual equipment not available than did Oahu teachers. The differential was present to some extent among Alaska teachers, though not so strikingly as in Hawaii, being confined to only certain pieces of equipment such as opaque projectors and cameras. As a rule, Idaho teachers reported greater difficulty in availability of equipment than mainland teachers in Oregon and Washington.

Thus, with few exceptions, the results were consistent across states, particularly with regard to ranking of areas of instructional difficulty. As expected, some urban/rural differentials were found with regard to teacher characteristics, familiarity of instructional materials, and availability of audio-visual equipment.

RESULTS BY TEACHING CATEGORIES

In this section, results will be presented for four categories of teachers, including teachers of the mildly handicapped (educable mentally retarded, emotionally disturbed, learning disabled, and remedial reading), the trainable mentally retarded, deaf and/or visually handicapped, and regular classroom teachers. Tables 15 through 17 present the following information on these teachers:

Table 15 - Demographic Data
Table 16 - Section Means and Ranks
Table 17 - Instructional Materials Means and Ranks

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Insert Tables 15-17 about here

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TABLE 15

DEMOGRAPHIC DATA FOR TEACHING CATEGORIES

	MILD HDCP.		TMR		DEAF BLIND		REG. CLASS	
	N	%	N	%	N	%	N	%
LEVEL OF PREPARATION								
LESS THAN B.A.	6	1	8	20	0	0	20	11
B.A. / B.A.+	296	65	24	59	34	44	123	69
M.A. / M.A.+	152	33	9	22	43	56	35	20
CERTIFICATION								
YES	366	87	33	87	66	92	170	91
NO	56	13	5	13	6	8	17	9
TEACHING CATEGORY								
MILD HANDICAP	461	100						
TRAINABLE MENTALLY RETARDED			41	100				
DEAF AND VISUALLY HANDICAPPED					77	100		
REGULAR CLASS							201	100

	MILD HDCP	TMR	DEAF BLIND	REG. CLASS
	NUMBER OF YEARS			
TEACHING EXPERIENCE				
25TH PERCENTILE	3	3	4	4
50TH PERCENTILE	8	4	11	8
75TH PERCENTILE	15	13	17	16
MEAN TOTAL TEACHING EXPERIENCE	10.2	7.2	12.4	10.9

	N	%	N	%	N	%	N	%
TEACHING LEVEL								
PRIMARY	188	42	31	78	33	45	63	37
INTERMEDIATE	159	35	5	13	26	35	67	39
JUNIOR HIGH	50	11	3	8	7	9	15	9
SENIOR HIGH	55	12	1	3	8	11	25	15
GENERAL TEACHING CONDITION								
1 = GOOD	146	33	16	39	27	39	47	25
2 = AVERAGE	258	58	23	56	39	56	120	63
3 = POOR	41	9	2	5	4	6	23	12

TABLE 16

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR TEACHING CATEGORIES

	MILD HANDICAP		TMR		DEAF - BLIND		REGULAR CLASS	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
II EXPERIENCE UNITS	2.11	7	2.06	7	2.05	8	2.23	5
III SPECIAL SUBJECTS	2.23	6	1.96	9	2.09	7	2.45	1
IV READING	2.11	7	2.39	6	2.35	3	2.13	8
V ARITHMETIC	2.27	5	3.02	1	2.23	5	2.22	6
VI LANGUAGE ARTS	2.29	4	2.63	3	2.62	1	2.34	3
VII SCIENCE	2.33	2	2.41	5	2.24	4	2.20	7
VIII SOCIAL STUDIES	2.42	1	2.81	2	2.61	2	2.45	1
X SEATWORK	2.33	2	2.51	4	2.17	6	2.26	4
XI PUPIL EVALUATION	1.85	11	1.97	8	1.92	9	1.95	12
XII PUPIL CHARACTERISTICS	1.82	12	1.79	11	1.86	11	2.02	11
XIII PROFESSIONAL RELATIONSHIPS	1.66	13	1.59	13	1.65	13	1.80	13
XIV PSYCHOLOGICAL INFORMATION	1.91	10	1.62	12	1.77	12	2.12	9
XV CLASSROOM ARRANGEMENT AND MANAGEMENT	1.93	9	1.89	10	1.89	10	2.04	10

	MEAN	MEAN	MEAN	MEAN
IX INSTRUCTIONAL MATERIALS	2.19	1.97	1.94	1.55

TABLE 17

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR TEACHING CATEGORIES

	MILD HANDICAP		TMR		DEAF - BLIND		REGULAR CLASS	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Peabody Language Development Kits	3.28	3	3.78	1	2.31	4	1.63	5
2. Fitzhugh Plus Program	1.69	12	1.42	13	1.36	12	1.08	15
3. Frostig Program for the Development of Visual Perception	3.33	2	3.30	2	2.77	3	1.71	3
4. Simplified Reading Readiness Program	2.24	5	2.08	4	1.92	5	2.02	2
5. Readers Digest Skill Builders	3.49	1	2.53	3	3.10	2	3.13	1
6. Money Makes Sense & Using Dollars and Sense	2.36	4	1.87	5	1.58	8	1.44	7
7. Finding Your Job (Finney Co.)	1.87	9	1.44	12	1.43	9	1.24	11
8. Captioned films for the deaf	1.30	14	1.31	14	3.80	1	1.30	9
9. Jefferson Program for Concept Development	1.20	15	1.13	15	1.22	15	1.18	13
10. Basic Concept Inventory	1.71	11	1.46	11	1.41	10	1.49	6
11. Durrell Reading Capacity and Achievement Test	2.16	6	1.75	7	1.65	7	1.70	4
12. Wepman Auditory Discrimination Test	1.90	8	1.65	9	1.77	6	1.29	10
13. Cain-Levine Social Competency Scale	1.49	13	1.47	10	1.36	12	1.09	14
14. Open Court Reading Program	2.01	7	1.77	6	1.36	12	1.33	8
15. Distar Language Program	1.82	10	1.74	8	1.38	11	1.21	12

*In this section teachers were asked to respond on a fixed point scale with regard to their familiarity with the materials named. The scale was to be marked as follows:

Not familiar with the materials 1 X2 3 4 5
Have read or heard about 1 2 X3 4 5
Have seen demonstrated or in use 1 2 3 X4 5
Have tried the material 1 2 3 4 X5
Use the material regularly 1 2 3 4 5 X

The demographic data in Table 15 indicate few observable differences between the four groups of teachers. Comparatively more TMR and regular class teachers were teaching without BA degrees, but certification percentages did not differ. The average number of years teaching experience was slightly lower for teachers of TMR, and 76% of TMR teachers responding taught at the primary level. In terms of "general teaching condition," responses of the four groups were somewhat similar, though relatively fewer regular class teachers were willing to rate their general teaching condition as "good."

As can be seen in Table 16, section means and rankings were fairly consistent across groups, though some differences were found. Teachers of the mildly handicapped rated social studies as the number one area of difficulty, followed by science, seatwork, and language arts. Arithmetic qualified as the major area of difficulty for teachers of TMR, while regular class teachers chose special subjects as most troublesome. The only other exception to the rule was the ranking of reading as the third most difficult area by teachers of the deaf and/or visually handicapped.

In examining the section analysis tables (see Appendix C), the patterns again emerge which were present in the data from the total sample. In the area of social studies, the top ranking items center on job concerns (fringe benefits, union membership, etc.), sex education, and knowledge of government, and consistency is apparent across teaching categories. Difficulties in science focus on air, water, space, and conservation of natural resources with few exceptions, and the major seatwork difficulties are in the areas of social studies and science.

The top ranking given arithmetic by TMR teachers may be somewhat

misleading, since the most difficult items within that section were division, word problems, place values, multiplication, and fractions and decimals. While these were rated as very difficult to teach by a few teachers of TMR, 83-85% of the teachers rated instruction in these areas as not appropriate for TMR children. Thus, this mean was inflated by the responses of a very few teachers.

In rating special subjects as the number one area of concern, regular class teachers expressed difficulty in teaching music, art, and physical education in that order. In the area of language arts, regular class teachers rated business forms, listening skills, oral self expression, and following directions as difficult areas, differing somewhat with special education teachers over the relative difficulties in teaching written self expression.

Table 17 reveals some interesting findings with regard to familiarity with instructional materials across the four teacher categories. Teachers of the mildly handicapped and TMR reflect the total sample findings in evidencing general familiarity with only three materials, the Peabody Language Development Kits, Frostig Visual Perception Materials, and Readers Digest Skill Builders. As expected, teachers of the Deaf/Visually Handicapped are very familiar with Captioned Films for the deaf, due assumedly to knowledge and use of these films by teachers of the deaf. Surprisingly, teachers in this category are relatively unfamiliar with the Peabody Language Development Kits ($\overline{X}$ = 2.31), a material of substantial possible use to them. Perhaps the major finding in this section, however, is the unfamiliarity of regular classroom teachers with all materials listed except Readers Digest Skill Builders. The mean familiarity rating for regular

classroom teachers is 1.55, and only the Readers Digest Skill Builder is rated significantly above "2." Thus, it appears that regular classroom teachers are not all familiar with even the most popular special education materials.

With regard to availability of audio-visual equipment, the material is more readily available in special than in regular classes, though regular classroom teachers consider such equipment very appropriate for use with their children. The discrepancy between need for and availability of programmed instructional materials was present in all teaching categories.

Thus, few differences were observed between the four categories of teachers as defined in this section. Perhaps most notable is the limited knowledge of special education instructional materials among regular classroom teachers. Overall, the consistency of results across teaching categories was apparent.

RESULTS BY TEACHING LEVELS

A third subject categorization was done to obtain results across four teaching levels, primary, intermediate, junior high, and senior high. Some respondents, such as Alaska bush teachers, teach children at all levels, and were thus excluded from this analysis. Tables 18 - 20 present the following information for each for the four specified teaching levels:

Table 18 - Demographic Data
Table 19 - Section Means and Ranks
Table 20 - Instructional Materials Means and Ranks

The demographic data presented in Table 18 indicate no substantial differences among the four groups of teachers on any characteristics. Ratings of teaching conditions were consistent across teaching levels.

TABLE 18

DEMOGRAPHIC DATA FOR TEACHING LEVELS

	PRIMARY		INTER-MEDIATE		JUNIOR HIGH		SENIOR HIGH	
	N	%	N	%	N	%	N	%
LEVEL OF PREPARATION								
LESS THAN B.A.	22	7	8	3	2	3	3	3
B.A. / B.A.+	229	68	155	61	43	62	59	63
M.A. / M.A.+	85	25	93	36	24	35	31	33
CERTIFICATION								
YES	272	86	225	91	65	89	76	83
NO	44	14	21	9	8	11	16	17
TEACHING CATEGORY								
MILD HANDICAP	205	62	160	62	49	66	56	62
TRAINABLE MENTALLY RETARDED	31	9	5	2	3	4	1	1
DEAF AND VISUALLY HANDICAPPED	33	10	26	10	7	9	8	9
REGULAR CLASS	63	19	67	25	15	20	25	28

	PRIMARY	INTER-MEDIATE	JUNIOR HIGH	SENIOR HIGH
	NUMBER OF YEARS			
TEACHING EXPERIENCE				
25TH PERCENTILE	3	4	3	3
50TH PERCENTILE	7	9	6	6
75TH PERCENTILE	15	17	12	12
MEAN TOTAL TEACHING EXPERIENCE	9.9	11.5	8.8	9.4

	N	%	N	%	N	%	N	%
TEACHING LEVEL								
PRIMARY	346	100						
INTERMEDIATE			267	100				
JUNIOR HIGH					77	100		
SENIOR HIGH							95	100
GENERAL TEACHING CONDITION								
1 = GOOD	105	32	83	32	23	32	29	32
2 = AVERAGE	201	61	144	56	45	63	54	59
3 = POOR	25	8	29	11	4	6	9	10

TABLE 19

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR TEACHING LEVELS

	PRIMARY		INTERMEDIATE		JUNIOR HIGH		SENIOR HIGH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
II EXPERIENCE UNITS	2.13	7	2.10	8	2.22	6	2.04	8
III SPECIAL SUBJECTS	2.15	6	2.28	3	2.34	5	2.66	1
IV READING	2.08	8	2.15	7	2.22	6	2.37	4
V ARITHMETIC	2.38	2	2.19	6	2.19	8	2.21	7
VI LANGUAGE ARTS	2.32	5	2.33	2	2.39	4	2.45	3
VII SCIENCE	2.33	4	2.20	5	2.43	2	2.46	2
VIII SOCIAL STUDIES	2.51	1	2.49	1	2.53	1	2.26	6
X SEATWORK	2.36	3	2.23	4	2.41	3	2.29	5
XI PUPIL EVALUATION	1.90	11	1.86	11	1.87	13	1.85	12
XII PUPIL CHARACTERISTICS	1.88	12	1.87	10	1.95	11	1.87	11
XIII PROFESSIONAL RELATIONSHIPS	1.68	13	1.65	13	1.89	12	1.71	13
XIV PSYCHOLOGICAL INFORMATION	1.92	10	1.85	12	2.16	9	1.94	10
XV CLASSROOM ARRANGEMENT AND MANAGEMENT	1.93	9	1.94	9	2.01	10	2.03	9

	MEAN	MEAN	MEAN	MEAN
IX INSTRUCTIONAL MATERIALS	2.01	2.09	1.91	2.02

TABLE 20

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR TEACHING LEVELS

	PRIMARY		INTERMEDIATE		JUNIOR HIGH		SENIOR HIGH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Peabody Language Development Kits	3.29	1	2.78	3	2.38	5	2.18	4
2. Fitzhugh Plus Program	1.47	12	1.48	13	1.69	11	1.38	13
3. Frostig Program for the Development of Visual Perception	3.28	2	2.85	2	2.55	3	1.89	6
4. Simplified Reading Readiness Program	2.19	4	2.05	5	2.52	4	2.09	5
5. Readers Digest Skill Builders	2.95	3	3.59	1	3.55	1	3.42	1
6. Money Makes Sense & Using Dollars and Sense	1.65	9	1.88	6	2.95	2	2.89	2
7. Finding Your Job (Finney Co.)	1.36	14	1.54	11	2.00	6	2.67	3
8. Captioned films for the deaf	1.57	11	1.54	11	1.77	8	1.42	10
9. Jefferson Program for Concept Development	1.19	15	1.19	15	1.24	15	1.18	15
10. Basic Concept Inventory	1.64	10	1.68	9	1.71	10	1.47	9
11. Durrell Reading Capacity and Achievement Test	1.95	5	2.16	4	1.76	9	1.65	7
12. Wepman Auditory Discrimination Test	1.95	5	1.76	8	1.58	13	1.53	8
13. Cain-Levine Social Competency Scale	1.38	13	1.38	14	1.45	14	1.39	12
14. Open Court Reading Program	1.85	7	1.88	6	1.78	7	1.32	14
15. Distar Language Program	1.77	8	1.63	10	1.61	12	1.41	11

*In this section teachers were asked to respond on a fixed point scale with regard to their familiarity with the materials named. The scale was to be marked as follows:

Not familiar with the materials 1 X 2 3 4 5
Have read or heard about 1 2 X 3 4 5
Have seen demonstrated or in use 1 2 3 X 4 5
Have tried the material 1 2 3 4 X 5
Use the material regularly 1 2 3 4 5 X

Table 19 indicates a general consistency across levels in the ranking of survey sections. Again, in all cases, areas of direct instruction are rated more difficult than sections dealing with pupil personnel and professional relations. Social studies ranked as the most difficult area of instruction for all but senior high school teachers, who rated special subjects as most troublesome. Other areas of consistently high difficulty across groups were language arts and seatwork. Science was rated high in difficulty by junior and senior high school teachers, while primary teachers indicated arithmetic as the number two area of concern.

In examining the section analysis tables (see Appendix D), it appears that the results are highly consistent across the primary, intermediate, and junior high school levels, reflecting generally the results as reported earlier for total sample. At the senior high level, however, some different patterns emerge in selected areas of instruction. For example, in the area of science, the results are very mixed, and the dichotomy which existed for other groups between teaching about air, water, space, and conservation as opposed to weather, seasons, plants, and animals is not present. The primary difficulty in area of science is finding appropriate materials and student activities, as opposed to determining content to be taught.

In social studies, senior high teachers rate sex education, historical events, and government as the three most difficult areas, followed by vocational topics such as job aspirations, fringe benefits, and union membership. At this level, proportionately fewer teachers (20%) indicated that sex education was inappropriate subject matter for their students.

With regard to instructional materials, there was little overall difference in familiarity across the four groups. Mean familiarity ratings ranged from 1.91 for senior high school teachers to 2.09 for junior high teachers. There were slight differences, however, in familiarity for specific items across levels. As can be seen in Table 20, familiarity with the Peabody and Frostig Materials decreased as age of students increased. Familiarity with Readers Digest Skill Builders, on the other hand, remained relatively constant across teaching levels. Some materials not generally well known, such as Money Makes Sense, Dollars and Sense, and Finding Your Job, were rather familiar to teachers at the upper age levels. Overall, however, the very low level of familiarity with the majority of materials listed held true across all groups.

There were no substantial differences across teaching levels with regard to availability of audio-visual equipment and related materials, and all groups indicated a desire to have available programmed materials for use with the basic skills.

DISCUSSION

Perhaps the most striking result of the survey is the consistency of findings across states, teaching categories, and teaching levels. Many of the observed numerical differences between section means seem small, but the consistent ordering of sections makes conclusions clear and forthright. In general, it can be said that teachers' major problems are centered in areas of direct instruction, as opposed to pupil characteristics, professional relationships, psychological information, and classroom arrangement and management. Within areas of direct instruction, those which present the greatest difficulty are social studies, language arts, seatwork, and science followed by

arithmetic, special subjects and reading.

Section analyses indicated that consistencies were present within sections across groups as well. These consistencies can be summarized as follows for specific sections:

1. In social studies, the three areas of most concern were vocational training (fringe benefits, union membership, etc.), sex education and government. The vocational items received a rather large percentage of "not appropriate" responses, (65-70%), while sex education and government were rated "not appropriate" by approximately 40% of the respondents. Thus, these subjects are not being taught by many teachers, but are of considerable difficulty to those who choose to teach them.
2. In language arts, the areas most consistently ranked as difficult were written and oral self expression, business forms, following directions, and letter writing. These results, particularly for the first three areas, generalized across teaching categories and teaching levels.
3. With regard to seatwork, teachers' difficulties were centered in the areas of science and social studies, as compared to arithmetic, language arts, and reading. This finding, too, held true across teaching categories and levels.
4. In the area of science, teachers' concerns centered on conservation of natural resources, air, water, and space, as opposed to weather, seasons, plants, and animals. This is interpreted as an interest in teaching children about ecology and space, but a lack of materials and a knowledge base for doing so.

A general finding with regard to section analyses is that when teachers were asked to rate difficulty in specific areas with regard to determining content and finding materials and student activities, the latter was universally rated as the more difficult of the two tasks. This indicates that the services of an Associate SEIMC, both in offering training and in loaning materials, can be most helpful to teachers in meeting these subject matter needs.

With regard to instructional materials, it can be concluded that teachers in general knew only three of the fourteen materials presented. The only well known materials on the list were the Peabody Language Development Kits, the Frostig Program for Development of Visual Perception, and the Readers Digest Skill Builders. Among regular classroom teachers, the lack of knowledge of materials was even more pronounced, with the Readers Digest Skill Builders being the only familiar material among those listed. This clearly indicates that a function of Associate SEIMC's in the future must be to familiarize teachers with a broad range of instructional materials. In view of the present movement toward regular class maintenance of children traditionally labeled "exceptional," it is imperative that regular class teachers' almost complete lack of familiarity with special education materials be corrected. This implies much more emphasis on serving regular education teachers than is present in many Associate SEIMC's.

From the section on audio-visual materials, it appears that the majority of teachers' needs are being met in this area. The single exception is with reference to programmed materials which are not readily available to 31% of respondents, but are desired by 96%.

This finding has implications for Associate and Regional SEIMC's with plans for engaging in materials development activities.

This report has directly touched on only a fraction of the data available from the survey, and to do more would tax the physical limits of the authors and strain the patience of the reader. It is hoped, however, that use of these data will not be limited by the scope of this report. Full tables are included as appendices to the report, and readers are invited to peruse them, abuse them, but most certainly use them.

The primary purpose of this survey was to provide useful data to Associate SEIMC's in the Northwest region, to enable them to better serve teachers. The data presented herein are useful not only to Associate SEIMC's, but to innumerable other service agencies which deal with teachers in the five-state area. The results have been used, and hopefully will continue to be of help in enabling teachers to deal more effectively with the children with whom they come into contact. Only in this way will it have been worth the countless hours of teacher time involved in completing and returning 831 questionnaires. Teachers have provided us with a wealth of information regarding their needs; let us now move to translate this information into action.

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APPENDIX A

Survey Questionnaire

Northwest Regional

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

Serving: Alaska, Guam, Hawaii, Idaho, Oregon, and Washington

Clinical Services Building, University of Oregon

Eugene, Oregon 97403 (503) 342-1411 ext. 2885

Dear Sir:

The Northwest Regional SEIMC has, for the past four years, attempted to develop innovative ways of serving teachers in our five-state region. Our basic purpose has been to meet the needs of classroom teachers as they are involved in the very difficult task of educating young people. At this point in time, the focus of the NWSEIMC is shifting away from direct service to practitioners, and we are in the process of building a program of applied educational research. Our aim is to do research which is relevant to your concerns in teaching children.

As we shift from service to research functions, Associate SEIMC's are developing and becoming operational within each state of the region. These centers, coordinated by their respective State Departments of Education, are assuming the service role and have as their primary function the offering of meaningful information and materials to teachers in their areas. You will find enclosed with this material a list of all functioning Associate SEIMC's in the Northwest region, and we urge you to contact the one nearest you if you have not done so already.

For Associate Centers to serve your needs, such needs must be made known. You will find enclosed a questionnaire which is designed to elicit information concerning your instructional needs. The purpose of the questionnaire is to determine areas in which you feel that assistance is most needed. The majority of the Associate SEIMC's in the region have agreed to hold <u>at least</u> three workshops next year, the topics to be determined by your response to this survey. Countless other Associate Center activities will be centered around these results. We sincerely hope that you will help us provide meaningful data through your response to the questionnaire.

The survey form will require approximately 60 to 90 minutes to complete, and you may want to do it in two separate sittings. We wish to assure you that all responses will be kept confidential, and only group data will be reported and distributed.

Thank you in advance for your cooperation in this endeavor; we are sure that your response will be mutually beneficial to you and to your Associate Center.

Sincerely,

Wayne D. Lance

Wayne D. Lance, Director

M. Stephen Lilly

M. Stephen Lilly, Research Coordinator

WDL/MSL/dg

Located at the University of Oregon, in cooperation with the U.S. Office of Education, Bureau of Education for the Handicapped. A member of the SEIMC-RMC Network.

SURVEY OF CURRICULUM PRACTICES

The Northwest Regional SEIMC was established in 1[illegible] to serve the needs of teachers in a five state region, with regard to availability and understanding of instructional materials. This function is being continued and expanded at the present time, through establishment of Associate Centers in each state of the region. In order to best meet your needs for materials, workshops, in-service training, etc., it is necessary to solicit suggestions from you, the teacher. This questionnaire is being distributed so that you may play a major role in determining the kinds of programs and services to be offered by the Associate Center in your area. Every attempt has been made to identify areas of methodology, activities, and materials in which teachers might desire assistance. The information gathered will be used in structuring services for you.

To facilitate the effectiveness of our service to you through this project, it is important that you complete and return this questionnaire. Please read the instructions **below before** responding to the items.

GENERAL DIRECTIONS FOR COMPLETION OF QUESTIONNAIRE

1. Since this project is designed to assist you as a teacher, we sincerely hope that you will give careful consideration to each item and respond in a thoughtful manner. You may find that two or three sittings are necessary to complete this questionnaire.

2. We are basically interested in the kinds of instructional problems that regular and special class teachers in our region are currently experiencing. You are to respond to each item in terms of the age level of students you are presently teaching.

3. Briefly read through the questionnaire to familiarize yourself with the general format and purpose.

4. The sections dealing with subject matter areas do not necessarily refer to specific units of instruction. You should think of the items in terms of the broad, total program of education. For example, you may not teach a specific science unit entitled, "weather." However, you may include some concepts about weather when teaching other units or subjects.

5. Throughout most of the questionnaire you are asked to respond on a five-point scale. Each of the scales is marked as follows:
   a. If you feel the item presents no difficulty, you should check (X) in the first space as follows:
      1 X 2 ___ 3 ___ 4 ___ 5 ___

   b. If you feel that you experience some difficulty with the item, you should check (X) in the second space as follows:
      1 ___ 2 X 3 ___ 4 ___ 5 ___

   c. If you feel that in your present teaching position the item is moderately difficult, you should check (X) in the third space as follows:
      1 ___ 2 ___ 3 X 4 ___ 5 ___

   d. If the item presents considerable difficulty, you should check (X) in the fourth space as follows:
      1 ___ 2 ___ 3 ___ 4 X 5 ___

   e. If you feel that the item poses great difficulty, you should check (X) in the fifth space as follows:
      1 ___ 2 ___ 3 ___ 4 ___ 5 X

6. Specific directions for completing each section of the questionnaire are included.

SECTION I - GENERAL INFORMATION

Directions: Fill in the information requested for Section I. In the last item, check (X) the number of the description which best describes your current teaching position.

1. The general conditions are good. Any material desired is available. Supervisory and consultive services are appropriate and sufficient. Favorable working conditions exist.
2. The general conditions are average. Some, but not all, materials are available. Supervisory and consultive services offer assistance but could not be described as satisfying all needs. Working conditions are acceptable, yet not entirely satisfactory.
3. The general conditions are poor. Very few materials are available. Supervisory and consultive services are limited. Working conditions are inadequate.

(PLEASE PRINT)

Name _____
Last First Middle

Mailing Address _____ Sex: M___ F___ 3

Name of School District _____(_____)
leave blank

Name of County _____(_____)
leave blank

Level of Preparation Check (X)
Less than BA____ BA____ BA+____ MA____ MA+____ Certification for present position ___YES ___NO

Teaching Experience
Regular class _____ years
Special class _____ years
Years in current position _____
Number of different special class teaching positions you have held _____

Number of special education classes in the building in which your class is housed _____

Total number of special classes in the school district _____

Enrollment of students in your class Boys _____ Girls _____
Age of youngest child Years ____ Months ____
Age of oldest child Years ____ Months ____

Area in which you teach the major portion of your time:
____ Regular Classroom
____ Trainable Mentally Retarded
____ Educable Mentally Retarded
____ Emotionally Disturbed
____ Extreme Learning Problems or Learning Disabilities
____ Deaf and/or Hard of Hearing
____ Blind and/or Partially Sighted
____ Orthopedically Handicapped and/or Cerebral Palsy
____ Speech Handicapped
____ Hospital or Home Bound
____ Other (specify) _____

Indicate the level which best approximates the level of your class Check (X)
Primary_____ Intermediate_____ Junior High_____ Senior High_____

Rank from 1 to 4 the four persons from whom you receive the most help. Rank the person giving you the most help as 1.

_____Building Principal
_____Special Education Director
_____Psychologist
_____Special Education Consultant
_____State
_____County
_____Local
_____School Nurse
_____Superintendent
_____Curriculum Supervisor
_____Special Education Teachers
_____Regular Class Teachers
_____Others (list) _____
_____No Help

Indicate the general conditions of your teaching situation (see instructions) (Check one) (X)
1_____ 2_____ 3_____

SECTION II - EXPERIENCE UNITS

Directions: See General Directions on previous page.

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In selecting unit topics?	1	2	3	4	5
2. In writing your own units?	1	2	3	4	5
3. In the use of resource materials?	1	2	3	4	5
4. In the development of seatwork for use with units?	1	2	3	4	5
5. In organizing a number of units into sequence for a yearly plan of work?	1	2	3	4	5
6. In handling individual differences while teaching units?	1	2	3	4	5
7. In integrating the teaching of basic skills into units?	1	2	3	4	5

8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom? ___ Yes ___ No

SECTION III - SPECIAL SUBJECTS

Directions: See General Directions above. If you feel the item is not appropriate, place a check (X) in the space provided under the column "Not Appropriate."

Do you experience difficulty:	Not Appropriate	No Difficulty				Great Difficulty
1. In selecting appropriate art activities?	( )	1	2	3	4	5
2. In selecting appropriate methods for teaching art?	( )	1	2	3	4	5
3. In obtaining materials for teaching art?	( )	1	2	3	4	5
4. In selecting appropriate music activities?	( )	1	2	3	4	5
5. In selecting appropriate methods for teaching music?	( )	1	2	3	4	5
6. In selecting physical education activities?	( )	1	2	3	4	5

SECTION IV - READING

Directions: You will note that the material is presented as follows:

No Difficulty	Teaching Methods			Great Difficulty	Item	Not Appropriate	No Difficulty	Materials and Student Activities			Great Difficulty
1	2	3	4	5		( )	1	2	3	4	5

First read the item carefully and consider it as follows:

a. Is the item appropriate for the level of your class? If it is not, then check (X) in the "Not Appropriate" column and ignore the "Teaching Methods" and "Materials and Student Activities" spaces.

b. If the item is appropriate for the level of your class, ignore the "Not Appropriate" column and move to the spaces under "Teaching Methods."

c. The teaching method is to be interpreted as the process the teacher uses in teaching a particular area or concept. This may include procedures, techniques, planning, and organization. You are to indicate on the five point scale as defined earlier the degree of difficulty, from no difficulty to great difficulty, you encounter.

d. The heading "Materials and Student Activities" implies developing and/or obtaining supplementary materials and student activities. Supplementary materials may be such things as flash cards, games, charts, etc. Student activities may involve either individual or group participation. Mark the five point scale in the same manner as before.

No Difficulty	Teaching Methods			Great Difficulty		Not Appropriate	No Difficulty	Materials and Student Activities			Great Difficulty
1	2	3	4	5	1. Use of basal reading series	( )	1	2	3	4	5
1	2	3	4	5	2. Readiness program	( )	1	2	3	4	5
1	2	3	4	5	3. Sight vocabulary	( )	1	2	3	4	5
					Word attack skills						
1	2	3	4	5	4. Phonics	( )	1	2	3	4	5
1	2	3	4	5	5. Structural analysis	( )	1	2	3	4	5
1	2	3	4	5	6. Oral reading	( )	1	2	3	4	5
1	2	3	4	5	7. Reading comprehension	( )	1	2	3	4	5
1	2	3	4	5	8. Grouping for ability differences	( )	1	2	3	4	5
1	2	3	4	5	9. Supplemental reading	( )	1	2	3	4	5
1	2	3	4	5	10. Use of dictionary	( )	1	2	3	4	5
1	2	3	4	5	11. Use of experience charts	( )	1	2	3	4	5
1	2	3	4	5	12. Application of reading to everyday situations	( )	1	2	3	4	5
1	2	3	4	5	13. Recreational reading	( )	1	2	3	4	5

SECTION V - ARITHMETIC

Directions: See Section IV.

No Difficulty	Teaching Methods			Great Difficulty		Not Appropriate	No Difficulty	Materials and Student Activities			Great Difficulty
1___	2___	3___	4___	5___	1. Use of basic arithmetic series	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	2. Readiness program	( )	1___	2___	3___	4___	5___
					Fundamental number processes						
1___	2___	3___	4___	5___	3. Addition	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	4. Subtraction	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	5. Multiplication	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	6. Division	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	7. Word problems	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	8. Fractions and decimals	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	9. Concept of place value	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	10. Grouping for ability differences	( )	1___	2___	3___	4___	5___
					Application						
1___	2___	3___	4___	5___	11. Use of money	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	12. Time	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	13. Measurement	( )	1___	2___	3___	4___	5___

SECTION VI - LANGUAGE ARTS

Directions: See Section IV.

No Difficulty				Great Difficulty		Not Appropriate	No Difficulty				Great Difficulty
1___	2___	3___	4___	5___	1. Listening skills	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	2. Oral vocabulary development	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	3. Improving oral self-expression	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	4. Manuscript writing	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	5. Cursive writing	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	6. Spelling	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	7. Use of telephone	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	8. Following directions	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	9. Letter writing	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	10. Written self-expression	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	11. Business forms (checks, application blanks, etc.)	( )	1___	2___	3___	4___	5___

SECTION VII - SCIENCE

Directions: The instructions for completing Section VII are essentially the same as those for Sections IV, V, and VI, except for one basic change. The criterion on the left has been changed from teaching methods to "Determining Content to be Included." Therefore, in responding to this criterion you should consider each item in terms of the difficulty you experience in deciding what content to include when teaching the concept reflected in the item.

No Difficulty	Determining Content to be Included			Great Difficulty		Not Applicable	Materials and Student Activities				Great Difficulty
1___	2___	3___	4___	5___	1. Weather	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	2. Seasons of the year	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	3. Plants	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	4. Animals	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	5. Sun, earth, moon	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	6. Air	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	7. Water	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	8. Conservation of natural resources	( )	1___	2___	3___	4___	5___

SECTION VIII - SOCIAL STUDIES

Directions: See Section VII.

No Difficulty	Determining Content to be Included			Great Difficulty		Not Appropriate	Materials and Student Activities				Great Difficulty
					Basic Areas						
1___	2___	3___	4___	5___	1. Understanding of home and family	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	2. Understanding of community	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	3. Safety	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	4. Health	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	5. Basic understanding of federal, state, and local government	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	6. Local current events	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	7. State current events	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	8. National current events	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	9. Use of news media	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	10. Historical events	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	11. Sex education	( )	1___	2___	3___	4___	5___
					Skills, Habits, and Attitudes						
1___	2___	3___	4___	5___	12. Respect for law and authority	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	13. Wise use of leisure time	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	14. Getting from one place to another	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	15. Grooming	( )	1___	2___	3___	4___	5___
					Occupational Information						
1___	2___	3___	4___	5___	16. Development of good work habits and attitudes	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	17. Developing realistic job aspirations	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	18. Process of applying for a job	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	19. Understanding fringe benefits (Social Security, etc.)	( )	1___	2___	3___	4___	5___
1___	2___	3___	4___	5___	20. Understanding union membership	( )	1___	2___	3___	4___	5___

SECTION IX - INSTRUCTIONAL MATERIALS

Directions: In section IX you are asked to respond on a five-point scale, with regard to your familiarity with the materials named. The scale should be marked as follows:

a. If you are not at all familiar with the material, you should check in the first space as follows:

1 X 2___ 3___ 4___ 5___

b. If you have heard of or read about the material, but have never seen it, you should check in the second space as follows:

1___ 2 X 3___ 4___ 5___

c. If you have seen the material demonstrated or in use, you should check in the third space as follows:

1___ 2___ 3 X 4___ 5___

d. If you have tried the material in your classroom, you should check in the fourth space as follows:

1___ 2___ 3___ 4 X 5___

e. If you use (or have used) the material regularly in your classroom, you should check in the fifth space as follows:

1___ 2___ 3___ 4___ 5 X

Indicate your familiarity with the following sets of instructional materials:

	Not Familiar		Known but not used		Used Regularly
1. Peabody Language Development Kits	1___	2___	3___	4___	5___
2. Fitzhugh Plus Program	1___	2___	3___	4___	5___
3. Frostig Program for the Development of Visual Perception	1___	2___	3___	4___	5___
4. Simplified Reading Readiness Program	1___	2___	3___	4___	5___
5. Readers Digest Skill Builders	1___	2___	3___	4___	5___
6. Money Makes Sense & Using Dollars and Sense (Fearon Publishers)	1___	2___	3___	4___	5___
7. Finding Your Job (Finney Co.)	1___	2___	3___	4___	5___
8. Captioned films for the deaf	1___	2___	3___	4___	5___
9. Jefferson Program for Concept Development	1___	2___	3___	4___	5___
10. Basic Concept Inventory	1___	2___	3___	4___	5___
11. Durrell Reading Capacity and Achievement Test	1___	2___	3___	4___	5___
12. Wepman Auditory Discrimination Test	1___	2___	3___	4___	5___
13. Cain-Levine Social Competency Scale	1___	2___	3___	4___	5___
14. Open Court Reading Program	1___	2___	3___	4___	5___
15. Distar Language Program	1___	2___	3___	4___	5___

SECTION X - SEATWORK

Directions: See General Directions on page 1.

		No Difficulty				Great Difficulty
Do you have difficulty in developing meaningful seatwork in the areas indicated?	Arithmetic	1___	2___	3___	4___	5___
	Language Arts	1___	2___	3___	4___	5___
	Reading	1___	2___	3___	4___	5___
	Social Studies	1___	2___	3___	4___	5___
	Science	1___	2___	3___	4___	5___
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	1___	2___	3___	4___	5___
	Language Arts	1___	2___	3___	4___	5___
	Reading	1___	2___	3___	4___	5___
	Social Studies	1___	2___	3___	4___	5___
	Science	1___	2___	3___	4___	5___
Do you experience difficulty in designing seatwork which is varied?	Arithmetic	1___	2___	3___	4___	5___
	Language Arts	1___	2___	3___	4___	5___
	Reading	1___	2___	3___	4___	5___
	Social Studies	1___	2___	3___	4___	5___
	Science	1___	2___	3___	4___	5___

SECTION XI - PUPIL EVALUATION

Directions: See General Directions on page 1.

Do you experience difficulty:	Not Appropriate	No Difficulty				Great Difficulty
1. In reporting pupil progress to parents?						
a) Report cards	( )	1	2	3	4	5
b) Parent conferences	( )	1	2	3	4	5
c) Written narrative reports of pupil progress	( )	1	2	3	4	5
d) Anecdotal records	( )	1	2	3	4	5
2. In developing adequate teacher-made tests for classroom use?	( )	1	2	3	4	5
3. In grading daily assignments?	( )	1	2	3	4	5
4. In determining promotion policies?	( )	1	2	3	4	5

SECTION XII - PUPIL CHARACTERISTICS

Directions: See General Directions above.

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In understanding and appreciating how social class differences affect pupil performance in school?	1	2	3	4	5
2. In understanding the intellectual characteristics of children?	1	2	3	4	5
3. In understanding the social development of the child?	1	2	3	4	5
4. In understanding how emotional problems affect teaching of children?	1	2	3	4	5
5. In utilizing knowledge of the speech and language development in children?	1	2	3	4	5
6. In understanding children with perceptual problems?	1	2	3	4	5

SECTION XIII - PROFESSIONAL RELATIONSHIPS

Directions: See General Directions above.

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In developing good working relationships with administration and special teachers?	1	2	3	4	5
2. In obtaining supervision, and assistance with teaching techniques and methods?	1	2	3	4	5
3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc.?	1	2	3	4	5
4. In developing good communication with community agencies such as the Social Welfare Department, etc.?	1	2	3	4	5
5. In developing good working relationships with regular class teachers within the school system?	1	2	3	4	5
6. In developing good working relationships with special class teachers within the school system?	1	2	3	4	5
7. In gaining access to journals and references?	1	2	3	4	5
8. In dealing with confidential matters?	1	2	3	4	5
9. In establishing good teacher-parent rapport?	1	2	3	4	5
10. In the referral of parental inquiries to the appropriate source for information other than what you as a teacher can provide?	1	2	3	4	5

11. Check those in which you hold membership.

	Check those which are of assistance to you.
_____ Parent Teachers Association	_____
_____ Council for Exceptional Children	_____
_____ State Education Association	_____
_____ National Education Association	_____
_____ American Federation of Teachers	_____
_____ State Association for Retarded Children	_____
_____ County Association for Retarded Children	_____
_____ Other (specify) _____	_____

SECTION XIV - PSYCHOLOGICAL INFORMATION

Directions: See General Directions above.

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In understanding the function, role, and duties of the school psychologist?	1___	2___	3___	4___	5___
2. In utilizing and understanding information given in reports by the school psychologist?	1___	2___	3___	4___	5___
3. In interpreting group test results, e.g., readiness and achievement scores?	1___	2___	3___	4___	5___

SECTION XV - CLASSROOM ARRANGEMENT AND MANAGEMENT

Directions: See General Directions above.

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In handling a wide age span?	1___	2___	3___	4___	5___
2. In individualizing instruction, yet planning for the rest of the class at the same time?	1___	2___	3___	4___	5___
3. In establishing rules, routines, and daily procedures for the orderly operation of the classroom?	1	2	3	4	5
4. In establishing daily class schedule?	1___	2___	3___	4___	5___
5. In developing appropriate techniques for management of pupil behavior?	1___	2___	3___	4___	5___
6. In effective use of learning centers?	1___	2___	3___	4___	5___
7. In organization of classroom environment conducive to learning--bulletin boards, seating arrangement, and appearance?	1___	2___	3___	4___	5___
8. In prescribing materials for individual children based on learning deficits and needs?	1___	2___	3___	4___	5___

SECTION XVI - GENERAL METHODOLOGY

Directions: See General Directions above.

Do you experience difficulty in using the following general methods?	No Difficulty				Great Difficulty
Class discussion	1___	2___	3___	4___	5___
Individual student report	1___	2___	3___	4___	5___
Committee work	1___	2___	3___	4___	5___
Field trips	1___	2___	3___	4___	5___
Resource people	1___	2___	3___	4___	5___
Class experiment	1___	2___	3___	4___	5___
Dramatization	1___	2___	3___	4___	5___
Demonstrations	1___	2___	3___	4___	5___

SECTION XVII - AUDIOVISUAL

Directions:
1. Check column 1 if the audiovisual equipment is not available to you.
2. Check column 2 if you do not consider the particular audiovisual equipment appropriate for use with your students.
3. Check column 3 if you experience difficulty in operating the equipment.
4. Check column 4 if you have difficulty selecting films, preparing material for use with overhead projector, etc.

Equipment	(1) Availability	(2) Appropriateness	(3) Operation	(4) Materials for use with
Motion picture projector	( )	( )	( )	( )
Slide projector	( )	( )	( )	( )
Film strip projector	( )	( )	( )	( )
Tape recorder	( )	( )	( )	( )
Opaque projector	( )	( )	( )	( )
Overhead projector	( )	( )	( )	( )

	(1)	(2)	(3)	(4)
Phonograph	( )	( )	( )	( )
Camera	( )	( )	( )	( )
Related Materials				
Pictures	( )	( )		( )
Posters	( )	( )		( )
Models	( )	( )		( )
Displays	( )	( )		( )
Programmed Instructional Materials	( )	( )		( )

Would it be helpful to have available programmed materials for use with the basic skills?

_____Yes _____No

DIRECTIONS FOR RETURN OF QUESTIONNAIRE

1. After you have completed the questionnaire, review all sections to be certain that you have responded to each item.
2. Fold the questionnaire in thirds and return it to the Center in the enclosed self-addressed envelope.

APPENDIX B

Tables for Total Sample

TABLE 21

DEMOGRAPHIC DATA FOR THE TOTAL SAMPLE OF TEACHERS

	N	%		NUMBER OF YEARS
LEVEL OF PREPARATION			TEACHING EXPERIENCE	
LESS THAN BA	36	5	25TH PERCENTILE	3
BA	513	64	50TH PERCENTILE	8
BA+			75TH PERCENTILE	15
MA	251	31	MEAN TOTAL TEACHING EXPERIENCE	10.3
MA+				
CERTIFICATION			TEACHING LEVEL	N / %
YES	679	88	PRIMARY	346 / 44
NO	89	12	INTERMEDIATE	267 / 34
			JUNIOR HIGH	77 / 10
			SENIOR HIGH	95 / 12
TEACHING CATEGORY			GENERAL TEACHING CONDITION	
MILD HANDICAP	481	60	1 = GOOD	250 / 31
TMR	41	5	2 = AVERAGE	469 / 59
DEAF AND/OR VISUALLY HANDICAPPED	77	10	3 = POOR	76 / 10
REGULAR CLASS	201	25		

TABLE 22

RANK OF MEANS FOR SELECTED SURVEY SECTIONS
FOR THE TOTAL SAMPLE OF TEACHERS

		MEAN	RANK
II	EXPERIENCE UNITS	2.12	8
III	SPECIAL SUBJECTS	2.26	5
IV	READING	2.13	7
V	ARITHMETIC	2.26	5
VI	LANGUAGE ARTS	2.33	2
VII	SCIENCE	2.28	4
VIII	SOCIAL STUDIES	2.44	1
X	SEATWORK	2.30	3
XI	PUPIL EVALUATION	1.88	11
XII	PUPIL CHARACTERISTICS	1.87	12
XIII	PROFESSIONAL RELATIONSHIPS	1.69	13
XIV	PSYCHOLOGICAL INFORMATION	1.91	10
XV	CLASSROOM ARRANGEMENT AND MANAGEMENT	1.95	9
IX	INSTRUCTIONAL MATERIALS	1.99	

TABLE 23

MEANS AND RANK ORDER OF MEANS FOR DIFFICULTY IN THE USE OF EXPERIENCE UNITS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK
DEGREE OF DIFFICULTY:		
1. In selecting unit topics	1.67	7
2. In writing own units	2.04	6
3. In using resource materials	2.14	4
4. In developing seatwork for units	2.21	3
5. In organizing units into yearly plans	2.40	1
6. In handling individual difference on units	2.31	2
7. In integrating teaching of basic skills	2.06	5
8. Would prepared units on different levels be helpful?		
YES	739	92
NO	44	6

TABLE 24

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SPECIAL SUBJECTS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK	
DO YOU EXPERIENCE DIFFICULTY IN SELECTION AND/OR OBTAINING:			
1. Appropriate art activities.	1.98	5	
2. Appropriate methods for teaching art.	2.11	4	
3. Materials for teaching art.	2.23	3	
4. Appropriate music activities.	2.54	2	
5. Appropriate methods for teaching music.	2.74	1	
6. Physical education activities	1.95	6	

TABLE 25

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING READING AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	N/A	TEACHING METHODS		MATERIALS AND STUDENT ACTIVITIES	
	%	MEAN	RANK	MEAN	RANK
1. Basal Reading Series	30	1.86	12	2.08	12
2. Readiness Program	32	2.00	8	2.21	7
3. Sight Vocabulary	18	1.99	9	2.14	8
4. Phonics	16	1.94	11	2.13	9
5. Structural Analysis	20	2.23	2	2.37	2
6. Oral Rading	15	1.80	13	1.90	13
7. Reading Comprehension	13	2.32	1	2.43	1
8. Ability Grouping	18	1.98	10	2.13	9
9. Supplemental Reading	15	2.16	4	2.37	2
10. Use of Dictionary	27	2.15	5	2.22	5
11. Experience Charts	26	2.02	7	2.11	11
12. Reading Application	14	2.10	6	2.22	5
13. Recreational Reading	18	2.23	2	2.37	2

TABLE 26

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING ARITHMETIC PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	N/A	TEACHING METHODS		MATERIALS AND STUDENT ACTIVITIES	
	%	MEAN	RANK	MEAN	RANK
1. Basal Arithmetic series	31	2.09	8	2.37	5
2. Readiness program	37	2.07	10	2.35	6
3. Addition	21	1.65	13	1.87	13
4. Subtraction	23	1.78	12	1.97	12
5. Multiplication	35	1.93	11	2.15	11
6. Division	40	2.15	5	2.27	10
7. Word Problems	30	2.80	1	2.87	1
8. Fractions and Decimals	45	2.53	2	2.70	2
9. Concept of place values	30	2.49	3	2.56	3
10. Ability Grouping	27	2.13	7	2.35	6
11. Use of money	18	2.08	9	2.34	8
12. Time	17	2.14	6	2.30	9
13. Measurement	19	2.32	4	2.56	3

TABLE 27

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING LANGUAGE ARTS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	N/A	TEACHING METHODS		MATERIALS AND STUDENT ACTIVITIES	
	%	MEAN	RANK	MEAN	RANK
1. Listening skills	8	2.23	6	2.44	4
2. Oral Vocabulary development	7	2.23	6	2.38	6
3. Improving oral self-expression	8	2.38	3	2.46	3
4. Manuscript writing	23	2.00	10	2.12	11
5. Cursive writing	29	2.13	9	2.18	9
6. Spelling	18	2.21	8	2.24	8
7. Use of telephone	34	1.97	11	2.16	10
8. Following directions	8	2.31	5	2.44	4
9. Letter writing	28	2.34	4	2.33	7
10. Written self-expression	26	2.73	1	2.63	1
11. Business forms	62	2.62	2	2.63	1

TABLE 28

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SCIENCE AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	N/A	DETERMINE CONTENT		MATERIALS AND STUDENT ACTIVITIES	
	%	MEAN	RANK	MEAN	RANK
1. Weather	22	1.95	6	2.41	5
2. Seasons of the Year	23	1.86	8	2.27	7
3. Plants	22	2.05	5	2.31	6
4. Animals	22	1.92	7	2.24	8
5. Sun, earth, moon	25	2.28	3	2.57	3
6. Air	25	2.33	1	2.60	2
7. Water	25	2.21	4	2.51	4
8. Conservation of Natural Resources	28	2.33	1	2.67	1

TABLE 29

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SOCIAL STUDIES AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	DETERMINE N/A CONTENT			MATERIALS AND STUDENT ACTIVITIES	
	%	MEAN	RANK	MEAN	RANK
1. Home and family	20	1.85	19	2.12	18
2. Community	20	2.01	16	2.23	16
3. Safety	17	1.81	19	2.06	20
4. Health	17	1.91	20	2.11	19
5. Government	42	2.89	1	2.96	3
6. Local current events	26	2.18	12	2.27	15
7. State current events	34	2.50	8	2.61	8
8. National current events	32	2.52	7	2.59	9
9. Use of news media	32	2.41	10	2.49	11
10. Historical events	32	2.60	5	2.66	7
11. Sex education	40	2.88	2	3.10	2
12. Law and authority	18	2.17	13	2.49	11
13. Use of leisure time	21	2.47	9	2.74	6
14. Inter-intracity travel	24	2.14	14	2.30	14
15. Grooming	18	1.95	17	2.21	17
16. Work Habits/attitudes	22	2.13	15	2.44	13
17. Job aspirations	46	2.56	6	2.85	5
18. Job application process	64	2.27	11	2.58	10
19. Fringe benefits	67	2.69	4	2.95	4
20. Union membership	69	2.85	3	3.15	1

TABLE 30

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS
BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK	
1. Peabody Language Development Kits	2.83	3	
2. Fitzhugh Plus Program	1.46	13	
3. Frostig Program for the Development of Visual Perception	2.84	2	
4. Simplified Reading Readiness Program	2.13	4	
5. Readers Digest Skill Builders	3.29	1	
6. Money Makes Sense & Using Dollars and Sense	1.98	5	
7. Finding your job (Finney Co.)	1.62	10	
8. Captioned films for the deaf	1.55	12	
9. Jefferson Program for Concept Development	1.19	15	
10. Basic Concept Inventory	1.62	10	
11. Durrell Reading Capacity and Achievement Test	1.97	6	
12. Wepman Auditory Discrimination Test	1.79	7	
13. Cain Levine Social Competency Scale	1.37	14	
14. Open Court Reading Program	1.76	8	
15. Distar Language Program	1.64	9	

TABLE 31

DIFFICULTY WITH SEATWORK AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK
DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN:		
Arithmetic	1.73	15
Language Arts	2.09	11
Reading	1.93	14
Social Studies	2.46	6
Science	2.76	2
DIFFICULTY IN DESIGNING SEATWORK ON DIFFERENT ABILITY LEVELS:		
Arithmetic	1.95	13
Language Arts	2.22	8
Reading	2.02	12
Social Studies	2.65	4
Science	2.84	1
DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED:		
Arithmetic	2.15	10
Language Arts	2.28	7
Reading	2.17	9
Social Studies	2.59	5
Science	2.73	3

TABLE 32

DIFFICULTY WITH ASPECTS OF PROFESSIONAL RELATIONSHIPS AS PERCEIVED BY TOTAL SAMPLE OF TEACHERS

	MEAN	RANK
1. Relationships with administration and special teachers.	1.40	10
2. Supervision assistance.	2.16	1
3. Relationships with special service personnel.	1.60	5
4. Communication with community agencies.	2.02	2
5. Relationships with regular class teachers.	1.44	7
6. Relationships with special class teachers.	1.41	8
7. Access to journals and references.	1.93	4
8. Dealing with confidential matters.	1.41	8
9. Teacher parent rapport	1.53	6
10. Referral of parental inquiries	2.01	3

	MEMBERSHIP		ASSISTANCE	
	%	RANK	%	RANK
11. In which do you hold membership/get assistance?				
PTA	56	3	29	3
CEC	24	4	26	4
State Education Association	60	2	35	1
NEA	62	1	33	2
AFT	4	7	3	7
State Association for Retarded Child	7	6	7	6
County Association for Retarded Child	10	5	10	5

TABLE 33

DIFFICULTY WITH EVALUATION OF PUPILS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEANS	RANK	
1. Reporting pupil progress to parents:			
a) Report cards	1.95	3	
b) Parent conferences	1.62	7	
c) Written narrative reports of pupil progress	1.85	5	
d) Anecdotal records	1.87	4	
2. Developing adequate teacher-made tests for classroom use.	2.21	1	
3. Grading daily assignments.	1.67	6	
4. Determining promotion policies.	1.97	2	

TABLE 34

DIFFICULTY WITH ASPECTS OF PUPIL CHARACTERISTICS
AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK
1. Understanding and appreciating how social class differences affect pupil performance in school.	1.58	6
2. Understanding the intellectual characteristics of children.	1.74	3
3. Understanding the social development of the child.	1.73	5
4. Understanding how emotional problems affect teaching of children.	1.74	3
5. Utilizing knowledge of the speech and language development in children.	2.07	2
6. Understanding children with perceptual problems.	2.37	1

TABLE 35

DIFFICULTY WITH UTILIZATION OF PSYCHOLOGICAL INFORMATION
AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK	
1. Understanding the function, role, and duties of the school psychologist.	1.88	3	
2. Utilizing and understanding information given in reports by the school psychologist.	1.96	1	
3. Interpreting group test results, e.g., readiness and achievement scores.	1.90	2	

TABLE 36

DIFFICULTY WITH CLASSROOM ARRANGEMENT AND MANAGEMENT
AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK
1. Handling a wide age span.	2.04	4
2. Individualizing instruction, yet planning for the rest of the class at the same time.	2.29	1
3. Establishing rules, routines, and daily procedures for the orderly operation of the classroom.	1.59	7
4. Establishing daily class schedule.	1.51	8
5. Developing appropriate techniques for management of pupil behavior.	1.86	5
6. Effective use of learning centers.	2.27	2
7. Organization of classroom environment conducive to learning--bulletin boards, seating arrangement, and appearance.	1.82	6
8. Prescribing materials for individual children based on learning deficits and needs.	2.23	3

TABLE 37

DIFFICULTY WITH GENERAL METHODOLOGY AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	MEAN	RANK
DIFFICULTY IN USING THE FOLLOWING GENERAL METHODS:		
Class Discussion	1.70	8
Individual Student Report	2.1	4
Committee Work	2.50	1
Field Trips	1.84	7
Resource People	2.17	3
Class Experiment	2.09	5
Dramatization	2.27	2
Demonstrations	1.94	6

TABLE 38

AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR THE TOTAL SAMPLE OF TEACHERS

	AVA	APPROP	OPERATION	MATERIALS
EQUIPMENT				
MOTION PICTURE PROJECTOR	11.7	10.0	10.6	11.0
SLIDE PROJECTOR	15.2	8.9	2.5	11.3
FILM STRIP PROJECTOR	10.8	5.5	2.7	9.5
TAPE RECORDER	14.0	3.7	4.1	11.0
OPAQUE PROJECTOR	30.0	12.9	5.8	11.4
OVERHEAD PROJECTOR	18.0	10.0	4.6	21.7
PHONOGRAPH	13.0	4.7	1.4	10.5
CAMERA	47.2	12.2	3.9	8.2
RELATED MATERIALS				
PICTURES	17.3	3.3	0	6.0
POSTERS	20.1	3.9	0	6.4
MODELS	27.6	5.3	0	7.1
DISPLAYS	26.9	5.1	0	7.2
PROGRAMMED INSTRUCTIONAL MATERIALS	31.2	3.7	0	9.9
WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMMED MATERIALS FOR USE WITH THE BASIC SKILLS?				
YES	750		96%	
NO	31		4%	

APPENDIX C

Tables for States

TABLE 39

DEMOGRAPHIC DATA FOR STATES

	ORE U.		ORE R.		IDAHO		WASH.	
	N	%	N	%	N	%	N	%
LEVEL OF PREPARATION								
LESS THAN B.A.	4	2	4	10	5	15	8	3
B.A. / B.A.+	145	57	28	70	28	82	183	69
M.A. / M.A.+	105	41	8	20	1	3	73	28
CERTIFICATION								
YES	231	96	39	98	27	87	218	90
NO	9	4	1	3	4	13	23	10
TEACHING CATEGORY								
MILD HANDICAP	133	56	19	48	31	86	181	72
TRAINABLE MENTALLY RETARDED	3	1	--	--	5	14	19	8
DEAF AND VISUALLY HANDICAPPED	38	16	--	--	--	--	25	10
REGULAR CLASS	64	27	21	52	--	--	28	11

	ORE U.	ORE R.	IDAHO	WASH.
	NUMBER OF YEARS			
TEACHING EXPERIENCE				
25TH PERCENTILE	4	3	1	3
50TH PERCENTILE	10	10	5	6
75TH PERCENTILE	19	21	13	14
MEAN TOTAL TEACHING EXPERIENCE	12.6	12.8	7.6	9.3

	N	%	N	%	N	%	N	%
TEACHING LEVEL								
PRIMARY	94	38	14	35	17	47	136	51
INTERMEDIATE	103	41	18	45	10	28	84	31
JUNIOR HIGH	22	9	5	13	4	11	17	6
SENIOR HIGH	30	12	3	8	5	14	30	11
GENERAL TEACHING CONDITION								
1 = GOOD	107	44	12	31	4	12	78	31
2 = AVERAGE	123	50	24	62	27	79	157	62
3 = POOR	15	6	3	8	3	9	20	8

TABLE 39 (continued)

	Hawaii Oahu		Hawaii Out Isl		Alaska Comm		Alaska Bush	
	N	%	N	%	N	%	N	%
LEVEL OF PREPARATION								
LESS THAN B.A.	1	1	2	11	0	0	0	0
B.A. / B.A.+	49	64	9	50	17	65	16	73
M.A. / M.A.+	26	34	7	39	9	35	6	27
CERTIFICATION								
YES	49	66	9	53	22	96	22	100
NO	25	34	8	47	1	4	0	0
TEACHING CATEGORY								
MILD HANDICAP	61	78	15	83	21	75	13	59
TRAINABLE MENTALLY RETARDED	4	5	3	17	6	21	1	5
DEAF AND VISUALLY HANDICAPPED	13	17	0	0	1	4	0	0
REGULAR CLASS	0	0	0	0	0	0	8	36

	Hawaii Oahu	Hawaii Out Isl	Alaska Comm	Alaska Bush
	NUMBER OF YEARS			
TEACHING EXPERIENCE				
25TH PERCENTILE	3	4	2	3
50TH PERCENTILE	7	9	4	7
75TH PERCENTILE	13	16	6	13
MEAN TOTAL TEACHING EXPERIENCE	9.9	11.2	4.7	9.5

	N	%	N	%	N	%	N	%
TEACHING LEVEL								
PRIMARY	36	47	8	44	16	64	6	32
INTERMEDIATE	19	25	6	33	3	12	8	42
JUNIOR HIGH	10	13	2	11	5	20	1	5
SENIOR HIGH	12	16	2	11	1	4	4	21
GENERAL TEACHING CONDITION								
1 = GOOD	23	31	2	11	9	36	4	19
2 = AVERAGE	45	61	15	83	15	60	10	48
3 = POOR	6	8	1	6	1	4	7	33

TABLE 40

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR STATES

	OREGON URBAN		OREGON RURAL		IDAHO		WASHINGTON	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
II EXPERIENCE UNITS	2.06	7	2.00	6	2.47	6	2.04	9
III SPECIAL SUBJECTS	2.14	5	1.94	9	2.31	8	2.19	6
IV READING	1.97	8	1.95	7	2.41	7	2.18	7
V ARITHMETIC	2.10	6	2.14	3	2.77	2	2.34	4
VI LANGUAGE ARTS	2.19	4	2.22	2	2.68	3	2.36	3
VII SCIENCE	2.23	2	2.04	5	3.03	1	2.24	5
VIII SOCIAL STUDIES	2.32	1	2.28	1	2.66	4	2.53	1
X SEATWORK	2.22	3	2.14	3	2.66	4	2.38	2
XI PUPIL EVALUATION	1.89	10	1.79	11	2.15	11	1.85	11
XII PUPIL CHARACTERISTICS	1.81	11	1.81	10	1.95	12	1.82	12
XIII PROFESSIONAL RELATIONSHIPS	1.54	13	1.50	13	1.93	13	1.70	13
XIV PSYCHOLOGICAL INFORMATION	1.78	12	1.76	12	2.16	10	1.87	10
XV CLASSROOM ARRANGEMENT AND MANAGEMENT	1.92	9	1.96	8	2.28	9	2.12	8

	MEAN	MEAN	MEAN	MEAN
IX INSTRUCTIONAL MATERIALS	2.10	1.97	2.21	2.00

TABLE 40 (continued)

	HAWAII OAHU		HAWAII OUT ISL		ALASKA COMM		ALASKA BUSH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
II EXPERIENCE UNITS	1.90	8	2.24	6	2.16	8	2.24	8
III SPECIAL SUBJECTS	2.01	6	2.35	5	2.35	5	2.55	2
IV READING	2.12	3	2.09	9	2.34	6	2.32	6
V ARITHMETIC	2.10	5	2.21	7	2.58	1	2.26	7
VI LANGUAGE ARTS	2.24	1	2.38	3	2.44	4	2.40	5
VII SCIENCE	2.13	2	2.38	3	2.25	7	2.49	3
VIII SOCIAL STUDIES	2.12	3	2.40	1	2.56	2	2.64	1
X SEATWORK	1.97	7	2.39	2	2.56	2	2.43	4
XI PUPIL EVALUATION	1.64	12	2.01	11	1.89	10	2.15	10
XII PUPIL CHARACTERISTICS	1.80	10	2.02	10	1.67	13	2.13	11
XIII PROFESSIONAL RELATIONSHIPS	1.56	13	1.66	13	1.83	12	2.00	12
XIV PSYCHOLOGICAL INFORMATION	1.90	8	1.90	12	1.95	9	1.97	13
XV CLASSROOM ARRANGEMENT AND MANAGEMENT	1.79	11	2.15	8	1.89	10	2.16	9

	MEAN	MEAN	MEAN	MEAN
IX INSTRUCTIONAL MATERIALS	2.17	1.94	2.05	1.89

TABLE 41

MEANS AND RANK ORDER OF MEANS FOR DIFFICULTY IN THE USE OF EXPERIENCE UNITS FOR STATES

	OREGON URBAN		OREGON RURAL		IDAHO		WASHINGTON	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
DEGREE OF DIFFICULTY:								
1. In selecting unit topics	1.59	7	1.47	7	1.86	7	1.63	7
2. In writing own units	2.01	6	1.92	5	2.34	6	1.91	6
3. In using resource materials	2.03	4	2.09	4	2.43	4	2.01	5
4. In developing seatwork for units	2.13	3	2.17	2	2.59	3	2.15	3
5. In organizing units into yearly plans	2.35	1	2.34	1	2.77	2	2.26	1
6. In handling individual difference on units	2.27	2	2.16	3	2.94	1	2.24	2
7. In integrating teaching of basic skills	2.03	4	1.82	6	2.39	5	2.05	4
	N	%	N	%	N	%	N	%
8. Would prepared units on different levels be helpful? YES	221	93	35	90	35	97	226	91
NO	13	7	3	10	1	3	19	9

TABLE 41 (continued)

	HAWAII OAHU		HAWAII OUT ISL		ALASKA COMM		ALASKA BUSH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
DEGREE OF DIFFICULTY:								
1. In selecting unit topics	1.45	7	1.89	7	1.73	7	2.00	7
2. In writing own units	1.85	5	1.94	6	1.89	6	2.36	2
3. In using resource materials	2.05	2	2.28	3	2.29	3	2.05	6
4. In developing seatwork for units	2.00	3	2.44	2	2.12	5	2.43	1
5. In organizing units into yearly plans	2.14	1	2.77	1	2.54	1	2.36	2
6. In handling individual difference on units	1.97	4	2.17	5	2.36	2	2.36	2
7. In integrating teaching of basic skills	1.82	6	2.19	4	2.17	4	2.10	5
	N	%	N	%	N	%	N	%
8. Would prepared units on different levels be helpful? **YES**	71	92	18	100	21	94	21	95
NO	5	8	0	0	1	6	1	5

TABLE 42

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SPECIAL SUBJECTS FOR STATES

	OREGON URBAN TEACHING DIFFICULTY		OREGON RURAL TEACHING DIFFICULTY		IDAHO TEACHING DIFFICULTY		WASHINGTON TEACHING DIFFICULTY	
	MEAN	RK	MEAN	RK	MEAN	RK	MEAN	RK
DO YOU EXPERIENCE DIFFICULTY IN SELECTING AND/OR OBTAINING:								
1. Appropriate art activities	1.86	5	2.00	3	2.04	5	1.96	5
2. Appropriate methods for teaching art	1.91	4	2.14	1	2.21	4	2.02	4
3. Materials for teaching art	1.92	3	2.09	2	2.57	2	2.11	3
4. Appropriate music activities	2.58	2	1.78	6	2.48	3	2.48	2
5. Appropriate methods for teaching music	2.80	1	1.82	4	2.59	1	2.71	1
6. Physical education activities	1.78	6	1.80	5	1.97	6	1.85	6

TABLE 42 (continued)

	HAWAII OAHU TEACHING DIFFICULTY		HAWAII OUT ISL TEACHING DIFFICULTY		ALASKA COMM TEACHING DIFFICULTY		ALASKA BUSH TEACHING DIFFICULTY	
	MEAN	RK	MEAN	RK	MEAN	RK	MEAN	RK
DO YOU EXPERIENCE DIFFICULTY IN SELECTING AND/OR OBTAINING:								
1. Appropriate art activities	1.69	6	2.07	5	1.91	6	2.13	6
2. Appropriate methods for teaching art	1.93	4	2.23	4	2.05	4	2.38	4
3. Materials for teaching art	1.96	3	2.31	3	2.61	2	2.88	1
4. Appropriate music activities	2.24	2	2.70	2	2.85	1	2.75	3
5. Appropriate methods for teaching music	2.45	1	3.10	1	2.60	3	2.83	2
6. Physical education activities	1.77	5	1.70	6	2.05	4	2.33	5

TABLE 43

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING READING FOR STATES

	OREGON URBAN					OREGON RURAL					IDAHO					WASHINGTON				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Basal Reading Series	28	1.59	13	1.80	12	16	1.76	11	1.81	11	25	2.13	11	2.29	12	37	2.09	7	2.21	7
2. Readiness Program	36	1.92	9	2.08	5	43	1.64	12	1.86	9	25	2.17	9	2.41	8	32	1.96	12	2.18	9
3. Sight Vocabulary	14	1.83	11	1.93	10	8	1.77	10	1.91	8	11	2.33	8	2.52	6	24	2.04	9	2.19	8
4. Phonics	11	1.87	10	2.04	6	3	1.97	6	1.97	6	14	2.35	7	2.36	10	19	2.02	10	2.16	11
5. Structural Analysis	13	2.03	3	2.17	2	5	2.09	4	2.19	3	25	2.36	6	2.61	4	26	2.37	1	2.48	1
6. Oral Reading	11	1.73	12	1.75	13	3	1.63	13	1.61	12	14	2.17	9	2.32	11	22	1.87	13	1.82	13
7. Reading Comprehension	7	2.24	1	2.22	1	3	2.16	2	2.27	2	14	2.38	5	2.50	7	21	2.32	3	2.39	3
8. Ability Grouping	17	1.95	7	1.98	8	5	1.79	8	1.56	13	14	2.07	12	2.59	5	26	1.99	11	2.13	12
9. Supplemental Reading	11	2.01	4	2.14	4	3	1.92	7	1.84	10	11	2.63	2	2.82	2	24	2.23	5	2.31	5
10. Use of Dictionary	22	1.98	5	1.96	9	15	2.47	1	2.30	1	36	2.43	3	2.62	3	37	2.33	2	2.33	4
11. Experience Charts	29	1.96	6	1.91	11	8	2.06	5	2.17	4	19	2.07	12	1.92	13	29	2.08	8	2.18	9
12. Reading Application	10	1.95	7	2.02	7	3	2.14	3	2.16	5	11	2.40	4	2.41	8	19	2.13	6	2.26	6
13. Recreational Reading	11	2.07	2	2.16	3	3	1.79	8	1.95	7	19	2.93	1	2.85	1	27	2.31	4	2.40	2

TABLE 43 (continued)

	HAWAII OAHU					HAWAII OUTER ISLAND					ALASKA COMMUNITY					ALASKA BUSH				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Basal Reading Series	31	1.84	11	2.06	9	39	1.89	9	2.00	8	42	2.27	8	2.47	5	36	2.00	9	2.21	9
2. Readiness Program	18	2.08	6	2.05	10	28	2.36	3	2.73	1	46	2.07	11	2.36	9	36	2.15	8	2.50	6
3. Sight Vocabulary	15	1.84	11	1.88	13	17	2.35	4	2.31	5	23	2.45	4	2.74	3	18	2.22	7	2.11	11
4. Phonics	18	1.90	9	2.02	11	17	2.00	7	1.86	10	19	2.30	5	2.42	6	14	1.95	12	1.95	12
5. Structural Analysis	24	2.18	4	2.32	5	22	2.27	5	1.83	11	23	2.95	1	3.00	1	23	2.47	3	2.65	4
6. Oral Reading	17	1.84	11	2.23	6	22	1.54	12	1.64	12	27	1.89	12	1.82	13	14	1.47	13	1.78	13
7. Reading Comprehension	17	2.30	1	2.64	1	22	2.39	2	2.57	3	27	2.61	2	2.82	2	14	2.68	1	3.17	1
8. Ability Grouping	18	1.85	10	2.02	11	17	2.23	6	2.14	6	27	2.50	3	2.68	4	23	2.00	9	2.47	7
9. Supplemental Reading	17	2.24	3	2.58	2	22	2.00	7	2.71	2	27	2.28	6	2.37	8	14	2.00	9	2.61	5
10. Use of Dictionary	27	2.17	5	2.35	4	22	1.62	11	2.14	6	42	2.27	8	2.13	10	9	2.42	5	2.16	10
11. Experience Charts	22	1.91	8	2.11	8	44	1.50	13	1.38	13	27	1.61	13	1.90	12	36	2.23	6	2.33	8
12. Reading Application	17	1.92	7	2.19	7	17	1.85	10	1.93	9	27	2.21	10	2.06	11	9	2.53	2	2.78	3
13. Recreational Reading	19	2.26	2	2.46	3	22	2.75	1	2.42	4	31	2.28	6	2.39	7	5	2.47	3	3.05	2

TABLE 44

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING ARITHMETIC FOR STATES

	OREGON URBAN					OREGON RURAL					IDAHO					WASHINGTON				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Basal Arithmetic Series	31	1.94	10	2.16	8	18	1.88	10	2.28	6	25	2.38	11	2.91	6	38	2.16	6	2.43	5
2. Readiness Program	39	2.01	8	2.19	6	30	1.81	11	2.08	9	25	2.83	5	3.18	4	38	2.05	9	2.39	6
3. Addition	20	1.56	13	1.62	13	8	1.49	13	1.61	13	8	1.97	13	2.15	13	30	1.77	13	1.96	13
4. Subtraction	21	1.69	12	1.75	12	8	1.63	12	1.69	12	8	2.13	12	2.33	12	32	1.89	12	2.07	12
5. Multiplication	36	1.86	11	1.87	11	33	2.00	6	1.96	11	30	2.42	10	2.77	11	44	1.97	11	2.23	11
6. Division	40	2.05	6	2.02	10	33	2.56	2	2.27	7	42	2.48	8	2.83	7	49	2.11	8	2.28	10
7. Word Problems	29	2.54	1	2.54	1	13	2.72	1	2.91	1	31	3.13	3	3.44	1	40	3.11	1	2.96	1
8. Fractions and Decimals	45	2.34	2	2.52	2	43	2.48	3	2.74	2	42	3.14	2	3.42	2	53	2.74	3	2.78	2
9. Concept of Place Value	30	2.31	3	2.30	4	15	2.22	4	2.47	4	31	3.22	1	3.23	3	40	2.81	2	2.66	3
10. Ability Grouping	30	2.24	4	2.29	5	10	1.90	9	1.97	10	14	2.45	9	2.82	9	35	2.05	9	2.30	9
11. Use of Money	23	1.96	9	2.18	7	8	1.94	7	2.32	5	11	2.60	7	2.79	10	22	2.16	6	2.36	7
12. Time	22	2.03	7	2.15	9	10	1.91	8	2.11	8	8	2.68	6	2.83	7	20	2.24	5	2.35	8
13. Measurement	23	2.20	5	2.39	3	10	2.20	5	2.56	3	11	2.90	4	3.11	5	23	2.37	4	2.58	4

TABLE 44 (continued)

	HAWAII OAHU					HAWAII OUTER ISLAND					ALASKA COMMUNITY					ALASKA BUSH				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Basal Arithmetic Series	27	1.83	10	2.14	6	39	2.30	6	2.40	6	35	2.27	8	2.87	3	50	1.70	11	2.55	6
2. Readiness Program	33	1.89	8	2.07	7	33	2.46	5	2.73	2	35	1.86	13	2.00	13	46	1.50	13	2.40	7
3. Addition	18	1.48	13	1.69	13	11	1.36	13	1.60	13	31	2.06	11	2.44	11	23	1.53	12	1.82	13
4. Subtraction	18	1.64	12	1.78	12	11	1.71	12	1.67	12	31	2.11	10	2.67	8	23	1.71	10	2.06	12
5. Multiplication	31	1.81	11	2.04	8	17	1.77	11	1.86	11	50	2.23	9	2.77	6	27	2.00	7	2.31	10
6. Division	36	2.15	4	2.16	5	22	2.08	7	2.31	7	54	2.58	5	3.25	2	36	2.50	3	2.64	4
7. Word Problems	28	2.65	2	2.71	2	17	2.75	2	3.14	1	35	3.44	1	3.68	1	18	2.67	1	3.06	1
8. Fractions and Decimals	47	2.84	1	2.75	1	33	2.80	1	2.70	3	54	2.64	4	2.64	9	36	2.37	4	2.69	3
9. Concept of Place Value	28	2.48	3	2.53	3	22	2.54	3	2.46	5	35	2.56	6	2.81	4	27	2.31	5	2.63	5
10. Ability Grouping	24	2.06	6	2.02	9	17	1.92	8	2.29	8	31	1.88	12	2.31	12	18	2.00	7	2.39	8
11. Use of Money	15	1.84	9	1.93	11	6	1.80	9	2.06	9	8	2.50	7	2.54	10	9	2.05	6	2.37	9
12. Time	15	1.91	7	2.00	10	6	1.80	9	1.88	10	12	2.74	3	2.70	7	9	1.95	9	2.22	11
13. Measurement	19	2.08	5	2.21	4	6	2.47	4	2.50	4	12	2.83	2	2.78	5	9	2.55	2	2.72	2

TABLE 45

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING LANGUAGE ARTS FOR STATES

	OREGON URBAN					OREGON RURAL					IDAHO					WASHINGTON				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Listening skills	11	2.13	7	2.26	3	5	2.34	5	2.44	3	3	2.30	11	2.66	7	9	2.23	7	2.35	6
2. Oral vacabulary development	8	2.13	7	2.17	6	5	2.00	9	2.22	6	3	2.59	6	2.60	10	10	2.22	8	2.33	7
3. Improving oral expression	11	2.21	5	2.25	5	5	2.30	6	2.36	4	3	2.64	3	2.63	8	9	2.40	4	2.46	4
4. Manuscript writing	23	1.94	10	1.95	11	13	1.80	10	1.91	10	8	2.45	9	2.86	5	29	2.04	10	2.14	10
5. Cursive writing	29	2.04	9	1.99	10	25	2.35	4	1.92	9	22	2.56	7	2.92	3	36	2.12	9	2.22	9
6. Spelling	13	2.14	6	2.10	8	10	2.08	8	2.12	8	19	2.61	4	2.50	11	26	2.31	6	2.31	8
7. Use of telephone	33	1.91	11	2.05	9	18	1.76	11	1.77	11	3	2.34	10	2.62	9	36	1.90	11	2.09	11
8. Following directions	7	2.25	4	2.26	3	5	2.45	3	2.53	2	6	2.52	8	2.67	6	13	2.32	5	2.57	3
9. Letter Writing	25	2.29	3	2.13	7	13	2.26	7	2.30	5	22	2.60	5	2.91	4	38	2.43	3	2.43	5
10. Written self expression	19	2.53	1	2.39	2	5	2.55	1	2.69	1	33	3.04	1	3.10	1	36	2.94	1	2.78	1
11. Business forms (checks application blanks, etc.)	63	2.51	2	2.44	1	58	2.50	2	2.19	7	53	2.82	2	3.00	2	67	2.63	2	2.59	2

TABLE 45 (continued)

	HAWAII OAHU					HAWAII OUTER ISLAND					ALASKA COMMUNITY					ALASKA BUSH				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Listening skills	4	2.12	7	2.37	5	0	2.24	7	2.56	5	8	2.04	7	2.35	10	5	2.55	4	3.05	2
2. Oral Vacabulary development	6	2.27	3	2.42	4	0	2.24	7	2.38	7	4	2.00	8	2.46	8	5	2.30	6	2.31	7
3. Improving oral expression	6	2.25	4	2.45	2	0	2.56	4	2.69	3	4	1.96	10	2.42	9	5	2.61	3	2.74	4
4. Manuscript writing	23	2.09	8	2.09	9	22	1.75	11	2.00	9	23	2.10	4	2.79	5	14	1.50	11	2.00	10
5. Cursive writing	27	2.13	6	2.25	8	17	2.29	6	2.36	8	35	2.06	6	2.56	6	18	1.82	10	1.83	11
6. Spelling	19	1.97	10	2.02	10	17	2.50	5	2.57	4	27	2.67	3	2.82	4	14	1.94	9	2.23	9
7. Use of telephone	21	1.84	11	1.98	11	17	1.80	10	1.88	11	38	1.87	11	2.50	7	50	2.18	7	2.46	6
8. Following directions	4	2.04	9	2.34	6	6	2.73	2	2.43	6	12	2.10	4	2.27	11	9	2.32	5	2.60	5
9. Letter Writing	27	2.15	5	2.31	7	17	1.92	9	2.00	9	35	2.77	2	2.94	3	27	2.13	8	2.31	7
10. Written self expression	23	2.67	1	2.72	1	17	3.23	1	2.71	2	38	3.00	1	3.07	1	27	2.93	1	2.88	3
11. Business forms (checks, application blanks, etc.)	58	2.37	2	2.44	3	33	2.70	3	2.73	1	77	2.00	8	3.00	2	59	2.71	2	3.33	1

TABLE 46

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SCIENCE FOR STATES

	OREGON URBAN					OREGON RURAL					IDAHO					WASHINGTON				
	N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Weather	24	1.96	6	2.39	5	10	1.64	8	2.09	5	6	2.52	6	2.93	6	30	1.89	7	2.29	5
2. Seasons of the year	25	1.79	8	2.14	7	10	1.72	7	1.91	8	8	2.45	8	2.87	7	30	1.74	8	2.11	8
3. Plants	24	2.00	5	2.25	6	13	1.77	6	2.03	6	11	2.81	5	2.97	5	30	2.10	5	2.24	6
4. Animals	22	1.82	7	2.13	8	13	1.80	5	2.03	6	11	2.48	7	2.79	8	30	1.94	6	2.20	7
5. Sun, earth, moon	26	2.27	2	2.55	2	13	2.11	1	2.38	3	8	3.13	4	3.41	3	34	2.34	2	2.46	3
6. Air	26	2.34	1	2.58	1	15	2.03	2	2.56	1	8	3.16	2	3.38	4	35	2.35	1	2.49	2
7. Water	25	2.22	4	2.51	4	15	2.00	3	2.44	2	8	3.16	2	3.43	2	34	2.23	4	2.45	4
8. Conservation of natural resources	30	2.25	3	2.54	3	20	1.90	4	2.19	4	11	3.36	1	3.59	1	36	2.32	3	2.62	1

TABLE 46 (continued)

	HAWAII OAHU					HAWAII OUTER ISLAND					ALASKA COMMUNITY					ALASKA BUSH				
	N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Weather	28	1.91	7	2.12	5	11	2.14	6	2.36	6	12	1.85	5	2.29	7	14	2.21	4	2.90	2
2. Seasons of the year	28	2.17	2	2.34	2	11	2.50	3	2.71	2	15	1.74	8	2.20	8	14	1.95	7	2.58	6
3. Plants	26	1.93	6	1.98	8	17	2.00	7	2.15	7	12	1.85	5	2.62	4	14	2.37	2	2.61	5
4. Animals	27	1.89	8	2.06	7	17	2.00	7	1.92	8	12	1.80	7	2.52	6	14	2.21	4	2.42	8
5. Sun, earth, moon	31	2.19	1	2.33	3	17	2.39	4	2.50	5	15	2.11	2	2.60	5	14	2.21	4	2.84	3
6. Air	33	2.16	3	2.30	4	17	2.62	1	2.54	4	19	2.28	1	2.90	1	14	2.32	3	2.84	3
7. Water	32	2.00	5	2.12	5	22	2.62	1	2.58	3	19	2.00	3	2.63	3	14	1.95	7	2.58	6
8. Conservation of natural resources	36	2.13	4	2.37	1	11	2.33	5	2.77	1	19	2.00	3	2.68	2	14	2.74	1	3.11	1

TABLE 47

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SOCIAL STUDIES FOR STATES

	OREGON URBAN					OREGON RURAL					IDAHO					WASHINGTON				
	N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Home and family	26	1.82	18	2.02	18	15	1.62	19	1.90	19	8	1.82	20	2.21	19	21	1.96	18	2.20	17
2. Community	24	1.96	16	2.10	16	15	1.65	18	2.07	14	11	2.13	16	2.54	13	24	2.13	16	2.32	15
3. Safety	20	1.71	20	1.87	20	10	1.50	20	1.81	20	8	1.97	19	2.35	17	21	1.86	20	2.05	20
4. Health	19	1.87	17	1.93	19	10	1.71	17	1.97	17	6	2.06	18	2.52	14	22	1.97	17	2.14	19
5. Government	39	2.70	3	2.80	3	35	3.04	1	3.26	2	36	3.14	3	3.21	4	53	3.09	1	3.07	5
6. Local current events	24	2.26	11	2.20	14	13	1.97	12	1.97	17	22	2.27	13	2.63	11	36	2.25	14	2.31	16
7. State current events	32	2.45	6	2.41	8	20	2.52	3	2.43	10	31	2.61	9	3.15	6	44	2.60	8	2.67	9
8. Nat'l current events	31	2.35	8	2.30	13	18	2.48	4	2.48	7	31	2.65	8	2.85	8	40	2.59	9	2.64	10
9. Use of news media	28	2.34	9	2.34	10	13	2.44	6	2.55	5	28	2.36	11	2.44	16	41	2.53	10	2.45	13
10. Historical events	29	2.53	5	2.46	7	18	2.46	5	2.59	4	28	3.20	2	3.65	2	42	2.71	5	2.69	8
11. Sex education	38	2.81	2	3.01	1	38	3.00	2	3.13	3	39	3.65	1	4.11	1	48	2.83	3	3.10	4
12. Law and authority	19	2.05	14	2.37	9	8	2.16	11	2.46	9	6	2.33	12	2.57	12	24	2.30	11	2.59	11
13. Use of leisure time	21	2.28	10	2.50	6	10	2.39	8	2.53	6	6	2.85	6	3.23	3	27	2.67	7	2.84	7
14. Inter-intracity travel	27	2.05	14	2.18	15	15	1.85	15	2.00	15	8	2.59	10	2.69	9	30	2.27	13	2.39	14
15. Grooming	22	1.80	19	2.06	17	10	1.83	16	2.12	13	6	2.24	14	2.52	14	21	1.93	19	2.19	18
16. Work habits/attitudes	23	2.06	13	2.33	12	13	1.94	13	2.32	11	19	2.21	15	2.24	18	29	2.17	15	2.57	12
17. Job aspirations	50	2.42	7	2.62	5	53	2.17	10	2.47	8	36	2.91	5	2.90	7	50	2.68	6	3.13	3
18. Job application proc.	68	2.19	12	2.34	10	70	1.90	14	2.00	15	53	2.13	16	2.00	20	67	2.29	12	2.89	6
19. Fringe benefits	69	2.61	4	2.74	4	70	2.30	9	2.27	12	58	2.69	7	2.67	10	71	2.81	4	3.15	2
20. Union membership	70	2.85	1	3.00	2	70	2.40	7	3.40	1	61	3.08	4	3.17	5	75	2.91	2	3.45	1

TABLE 47 (continued)

	HAWAII OAHU					HAWAII OUTER ISLAND					ALASKA COMMUNITY					ALASKA BUSH				
	N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Home and family	14	1.59	20	1.74	20	11	1.71	18	2.00	18	12	2.24	14	2.48	12	18	2.00	17	2.47	15
2. Community	15	1.80	16	1.85	17	11	1.85	16	2.00	18	12	2.29	12	2.38	16	14	1.83	19	2.22	19
3. Safety	15	1.61	19	1.82	19	17	1.69	19	2.25	14	8	1.86	20	2.18	18	14	2.11	15	2.50	13
4. Health	15	1.66	18	1.83	18	22	1.64	20	2.27	13	8	1.91	18	2.09	20	9	2.05	16	2.37	17
5. Government	33	2.63	1	2.54	1	44	3.38	1	3.56	1	54	3.10	3	2.60	7	41	2.75	8	2.85	9
6. Local current events	24	2.00	9	1.96	16	17	2.00	13	2.21	15	27	2.06	15	2.18	18	23	2.13	14	2.59	12
7. State current events	28	2.17	8	2.14	11	28	2.30	10	2.50	11	35	2.53	6	2.40	14	23	2.60	10	3.25	4
8. Nat'l current events	27	2.49	3	2.32	5	22	2.58	6	2.62	9	27	2.59	4	2.53	10	23	2.93	3	3.25	4
9. Use of news media	28	2.00	9	2.05	14	22	2.25	11	2.54	10	31	2.44	10	2.56	9	32	2.79	6	3.00	8
10. Historical events	31	2.53	2	2.44	3	22	2.83	3	2.69	7	38	2.46	9	2.57	8	32	2.69	9	2.40	16
11. Sex education	31	2.46	4	2.47	2	44	2.38	7	2.63	8	19	2.00	17	3.28	3	36	3.08	2	3.25	4
12. Law and authority	13	1.97	12	2.30	7	17	1.92	14	2.29	12	15	2.25	13	2.40	14	9	1.79	20	2.37	17
13. Use of leisure time	14	1.98	11	2.32	5	17	2.31	9	2.71	6	19	2.47	8	2.84	6	5	2.90	5	3.15	7
14. Inter-intracity travel	13	1.92	13	2.13	13	11	1.86	15	2.07	17	23	1.89	19	2.28	17	32	2.36	12	2.64	11
15. Grooming	14	1.77	17	2.03	15	22	1.83	17	2.00	18	18	2.05	16	2.50	11	5	2.00	17	2.20	20
16. Work habits/attitudes	19	1.86	15	2.14	11	11	2.07	12	2.21	15	15	2.32	11	2.42	13	9	2.22	13	2.50	13
17. Job aspirations	37	2.33	7	2.42	4	28	2.82	4	2.83	5	42	2.50	7	3.00	4	36	2.92	4	3.33	2
18. Job application proc.	60	1.92	13	2.19	10	56	2.33	8	2.86	4	65	2.57	5	3.00	4	46	2.50	11	2.78	10
19. Fringe Benefits	63	2.36	6	2.21	9	56	2.67	5	3.14	3	73	3.60	1	3.80	2	50	3.11	1	3.56	1
20. Union membership	60	2.46	4	2.30	7	61	3.00	2	3.33	2	73	3.60	1	4.00	1	50	2.78	7	3.33	2

TABLE 48

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR STATES

	OREGON URBAN		OREGON RURAL		IDAHO		WASHINGTON	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Peabody Language Development Kits	2.85	3	2.45	3	3.83	1	3.10	1
2. Fitzhugh Plus Program	1.54	13	1.39	12	1.36	13	1.53	11
3. Frostig Program for the Development of Visual Perception	2.89	2	2.72	2	3.09	4	3.06	2
4. Simplified Reading Readiness Program	2.25	4	2.18	5	2.49	5	2.06	4
5. Readers Digest Skill Builders	3.61	1	3.46	1	3.79	2	3.06	2
6. Money Makes Sense & Using Dollars and Sense	1.93	6	2.26	4	3.43	3	1.79	8
7. Finding Your Job (Finney Co.)	1.64	12	1.69	9	2.12	6	1.49	13
8. Captioned films for the deaf	1.69	10	1.13	14	1.34	14	1.52	12
9. Jefferson Program for Concept Development	1.16	15	1.13	14	1.18	15	1.22	15
10. Basic Concept Inventory	1.82	9	1.56	10	1.79	7	1.56	10
11. Durrell Reading Capacity and Achievement Test	2.24	5	2.15	6	1.71	8	1.82	6
12. Wepman Auditory Discrimination Test	1.83	8	1.72	8	1.57	9	1.81	7
13. Cain-Levine Social Competency Scale	1.45	14	1.41	11	1.41	12	1.41	14
14. Open Court Reading Program	1.93	7	2.05	7	1.57	9	1.97	5
15. Distar Language Program	1.69	10	1.34	13	1.46	11	1.77	9

*In this section teachers were asked to respond on a fixed point scale with regard to their familiarity with the materials named. The scale was to be marked as follows:

Not familiar with the materials 1 X2 3 4 5
Have read or heard about 1 2 X3 4 5
Have seen demonstrated or in use 1 2 3 X4 5
Have tried the material 1 2 3 4 X5
Use the material regularly 1 2 3 4 5 X

TABLE 48 (continued)

	HAWAII OAHU		HAWAII OUT ISL		ALASKA COMM.		ALASKA BUSH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Peabody Language Development Kits	3.20	2	2.94	2	3.23	2	2.73	2
2. Fitzhugh Plus Program	1.59	11	1.33	12	1.54	10	1.38	11
3. Frostig Program for the Development of Visual Perception	3.25	1	2.94	2	3.64	1	2.68	3
4. Simplified Reading Readiness Program	2.32	5	2.31	4	2.13	5	1.77	7
5. Readers Digest Skill Builders	3.00	3	3.31	1	3.20	3	3.46	1
6. Money Makes Sense & Using Dollars and Sense	2.44	4	2.06	5	1.89	7	1.91	4
7. Finding Your Job (Finney Co.)	2.13	7	1.77	6	1.65	8	1.46	10
8. Captioned films for the deaf	1.61	10	1.18	14	1.39	12	1.36	12
9. Jefferson Program for Concept Development	1.25	15	1.12	15	1.23	15	1.05	15
10. Basic Concept Inventory	1.56	12	1.47	10	1.36	13	1.73	8
11. Durrell Reading Capacity and Achievement Test	2.06	8	1.77	6	2.12	6	1.91	4
12. Wepman Auditory Discrimination Test	2.30	6	1.71	8	2.15	4	1.86	6
13. Cain-Levine Social Competency Scale	1.44	13	1.31	13	1.26	14	1.36	12
14. Open Court Reading Program	1.38	14	1.47	10	1.56	9	1.55	9
15. Distar Language Program	2.03	9	1.59	9	1.52	11	1.32	14

*In this section teachers were asked to respond on a fixed point scale with regard to their familiarity with the materials named. The scale was to be marked as follows:

Not familiar with the materials 1 X2 3 4 5
Have read or heard about 1 2 X3 4 5
Have seen demonstrated or in use 1 2 3 X4 5
Have tried the material 1 2 3 4 X5
Use the material regularly 1 2 3 4 5 X

TABLE 49

DIFFICULTY WITH SEATWORK FOR STATES

	OREGON URBAN TEACHING DIFFICULTY		OREGON RURAL TEACHING DIFFICULTY		IDAHO TEACHING DIFFICULTY		WASHINGTON TEACHING DIFFICULTY	
	MEAN	RK	MEAN	RK	MEAN	RK	MEAN	RK
DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN:								
Arithmetic	1.67	15	1.35	15	2.03	15	1.84	15
Language Arts	1.90	13	1.97	10	2.50	8	2.24	9
Reading	1.78	14	1.80	13	2.31	13	1.96	14
Social Studies	2.39	6	2.57	3	2.91	6	2.63	6
Science	2.67	3	2.78	1	3.21	1	2.89	2
DIFFICULTY IN DESIGNING SEATWORK ON DIFFERENT ABILITY LEVELS:								
Arithmetic	1.98	11	1.68	14	2.18	14	1.98	13
Language Arts	2.09	8	2.03	7	2.44	9	2.30	8
Reading	1.91	12	1.85	12	2.34	12	2.01	12
Social Studies	2.62	4	2.41	6	3.09	4	2.75	4
Science	2.85	1	2.56	4	3.18	2	2.91	1
DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED:								
Arithmetic	2.04	9	2.03	7	2.44	9	2.18	10
Language Arts	2.11	7	2.00	9	2.62	7	2.35	7
Reading	2.00	10	1.95	11	2.43	11	2.16	11
Social Studies	2.53	5	2.54	5	3.03	5	2.67	5
Science	2.69	2	2.58	2	3.12	3	2.76	3

TABLE 49 (continued)

	HAWAII OAHU TEACHING DIFFICULTY		HAWAII OUT ISL TEACHING DIFFICULTY		ALASKA COMM. TEACHING DIFFICULTY		ALASKA BUSH TEACHING DIFFICULTY	
	MEAN	RK	MEAN	RK	MEAN	RK	MEAN	RK
DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN:								
Arithmetic	1.48	14	1.56	14	1.91	15	1.63	15
Language Arts	1.75	10	2.17	10	2.21	13	2.10	11
Reading	1.79	9	2.12	11	2.19	14	2.00	13
Social Studies	2.19	6	2.53	7	2.35	12	2.68	4
Science	2.47	2	2.93	4	2.55	9	3.42	1
DIFFICULTY IN DESIGNING SEATWORK ON DIFFERENT ABILITY LEVELS:								
Arithmetic	1.43	15	1.50	15	2.46	11	1.84	14
Language Arts	1.75	10	1.94	13	2.67	7	2.33	9
Reading	1.75	10	2.06	12	2.48	10	2.05	12
Social Studies	2.28	4	2.67	6	2.76	4	2.75	3
Science	2.49	1	3.07	1	2.85	3	3.32	2
DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED:								
Arithmetic	1.75	10	2.22	9	2.65	8	2.21	10
Language Arts	1.86	8	2.39	8	2.72	6	2.57	6
Reading	1.93	7	2.69	5	2.73	5	2.50	7
Social Studies	2.22	5	3.00	3	2.91	1	2.40	8
Science	2.46	3	3.07	1	2.91	1	2.68	4

TABLE 50

DIFFICULTY WITH EVALUATION OF PUPILS FOR STATES

	OREGON URBAN			OREGON RURAL			IDAHO			WASHINGTON		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Reporting pupil progress to parent:												
a) Report cards	16	2.05	2	8	1.81	4	19	2.11	4	27	2.02	2
b) Parent conferences	4	1.57	7	5	1.60	6	6	1.94	6	8	1.53	7
c) Written narrative reports of pupil progress	10	1.87	4	13	2.00	2	14	2.00	5	11	1.80	5
d) Anecdotal records	8	1.84	5	10	1.85	3	8	2.24	3	18	1.81	4
2. Developing adequate teacher-made tests for classroom use.	13	2.27	1	8	2.03	1	11	2.67	1	21	2.19	1
3. Grading daily assignments.	17	1.69	6	10	1.66	5	11	1.77	7	23	1.67	6
4. Determining promotion policies.	24	1.92	3	10	1.57	7	31	2.33	2	28	1.95	3

TABLE 50 (continued)

	HAWAII OAHU			HAWAII OUTER ISLAND			ALASKA COMMUNITY			ALASKA BUSH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Reporting pupil progress to parent:												
a) Report cards	12	1.48	6	0	2.28	1	19	1.95	2	9	2.26	3
b) Parent conferences	1	1.53	5	0	1.94	4	4	1.68	7	14	1.86	6
c) Written narrative reports of pupil progress	4	1.69	2	0	1.82	6	4	1.83	4	9	1.95	5
d) Anecdotal records	4	1.69	2	11	1.63	7	8	1.63	4	9	2.18	4
2. Developing adequate teacher-made tests for classroom use.	15	2.03	1	6	2.27	2	19	2.30	1	9	2.50	1
3. Grading daily assignments.	23	1.42	7	6	1.94	4	23	1.75	6	14	1.84	7
4. Determining promotion policies.	21	1.64	4	22	2.21	3	38	1.88	3	14	2.44	2

TABLE 51

DIFFICULTY WITH ASPECTS OF PUPIL CHARACTERISTICS FOR STATES

	OREGON URBAN			OREGON RURAL			IDAHO			WASHINGTON		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Understanding and appreciating how social class differences affect pupil performances in school.	0	1.52	6	0	1.55	6	0	1.54	6	0	1.52	6
2. Understanding the intellectual characteristics of children.	0	1.69	3	0	1.56	5	0	1.71	5	0	1.73	3
3. Understanding the social development of the child.	0	1.67	4	0	1.64	4	0	1.80	4	0	1.68	5
4. Understanding how emotional problems affect teaching of children.	0	1.61	5	0	1.69	3	0	1.97	3	0	1.71	4
5. Utilizing knowledge of the speech and language development in children.	0	2.05	2	0	1.95	2	0	2.11	2	0	1.98	2
6. Understanding children with perceptual problems.	0	2.34	1	0	2.44	1	0	2.57	1	0	2.31	1

TABLE 51 (continued)

	HAWAII OAHU			HAWAII OUTER ISLAND			ALASKA COMMUNITY			ALASKA BUSH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Understanding and appreciating how social class differences affect pupil performance.	1	1.59	6	0	1.67	6	4	1.42	5	0	1.73	6
2. Understanding the intellectual characteristics of children.	1	1.67	4	0	1.78	5	4	1.62	3	0	2.00	3
3. Understanding the social development of the child.	1	1.67	4	0	1.94	3	4	1.54	4	0	2.00	3
4. Understanding how emotional problems affect teaching of children.	3	1.69	3	0	1.83	4	12	1.42	5	0	1.77	5
5. Utilizing knowledge of the speech and language development in children.	1	2.01	2	0	2.28	2	4	1.77	2	0	2.64	1
6. Understanding children with perceptual problems.	3	2.17	1	0	2.61	1	15	2.23	1	0	2.64	1

TABLE 52

DIFFICULTY WITH ASPECTS OF PROFESSIONAL RELATIONSHIPS FOR STATES

	OREGON URBAN		OREGON RURAL		IDAHO		WASHINGTON	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Relationships with administration and special teachers	1.32	9	1.16	10	1.74	7	1.40	9
2. Supervision assistance	1.94	1	1.92	1	2.63	1	2.26	1
3. Relationships with special service personnel	1.39	6	1.42	5	2.00	5	1.54	5
4. Communication with community agencies	1.81	3	1.86	2	2.27	2	2.15	2
5. Relationships with regular class teachers	1.38	7	1.36	6	1.82	6	1.44	8
6. Relationships with special class teachers	1.25	10	1.31	7	1.71	8	1.47	6
7. Access to journals and references	1.61	4	1.71	4	2.06	3	1.92	4
8. Dealing with confidential matters	1.36	8	1.22	9	1.56	9	1.34	10
9. Teacher parent rapport	1.48	5	1.27	8	1.49	10	1.47	6
10. Referral of parental inquiries	1.90	2	1.76	3	2.02	4	2.05	3

11. In which do you hold membership/get assistance?	MEMBER.		ASSIST.		MEMBER.		ASSIST.		MEMBER.		ASSIST.		MEMBER.		ASSIST.	
	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK
PTA	60	3	28	3	43	3	23	3	47	3	42	2	57	3	24	4
CEC	21	4	26	4	13	5	15	4	47	3	56	1	23	4	27	3
STATE EDUCATION ASSOCIATION	61	2	38	2	63	1	45	1	58	1	42	2	72	2	38	1
NEA	64	1	39	1	63	1	35	2	56	2	39	4	74	1	37	2
AFT	2	7	2	7	0	7	0	7	3	7	3	7	2	7	3	7
STATE ASSOC. FOR RETARDED CHILD	7	6	6	6	8	6	3	6	19	6	19	6	9	6	7	6
CO. ASSOC. FOR RETARDED CHILD	11	5	10	5	15	4	15	4	33	5	36	5	10	5	9	5

TABLE 52 (continued)

	HAWAII OAHU		HAWAII OUTER ISLAND		ALASKA COMM		ALASKA BUSH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Relationships with administration and special teachers	1.35	8	1.28	9	1.50	8	1.29	10
2. Supervision assistance	1.82	1	2.47	1	2.27	2	2.95	2
3. Relationships with special service personnel	1.56	6	1.39	6	1.88	5	1.80	5
4. Communication with community agencies	1.77	3	1.67	4	2.08	4	2.63	3
5. Relationships with regular class teachers	1.59	4	1.33	7	1.39	10	1.43	8
6. Relationships with special class teachers	1.26	10	1.29	8	1.56	7	1.50	7
7. Access to journals and references	1.59	4	2.35	2	2.16	3	3.05	1
8. Dealing with confidential matters	1.33	9	1.22	10	1.42	9	1.32	9
9. Teacher parent rapport	1.55	7	1.53	5	1.64	6	1.64	6
10. Referral of parental inquiries	1.79	2	2.07	3	2.41	1	2.40	4

11. In which do you hold membership/get assistance?	HAWAII OAHU				HAWAII OUTER ISLAND				ALASKA COMM				ALASKA BUSH			
	MEMBER.		ASSIST.		MEMBER.		ASSIST.		MEMBER.		ASSIST.		MEMBER.		ASSIST.	
	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK
PTA	73	1	40	1	83	1	28	1	46	2	15	5	36	3	18	4
CEC	37	4	33	2	28	4	22	2	46	2	42	1	23	4	27	3
STATE EDUCATION ASSOCIATION	46	2	24	3	67	3	11	4	50	1	31	2	68	1	41	1
NEA	46	2	17	4	72	2	17	3	46	2	31	2	68	1	36	2
AFT	22	5	9	6	11	6	11	4	4	6	4	7	5	5	0	0
STATE ASSOC. FOR RETARDED CHILD	5	6	13	5	0	7	0	7	4	6	8	6	5	5	5	5
CO. ASSOC. FOR RETARDED CHILD	4	7	5	7	22	5	6	6	15	5	19	4	5	5	5	5

TABLE 53

DIFFICULTY WITH UTILIZATION OF PSYCHOLOGICAL INFORMATION FOR STATES

	OREGON URBAN			OREGON RURAL			IDAHO			WASHINGTON		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Understanding the function, role, and duties of the school psychologist.	9	1.81	1	18	1.87	1	0	2.15	2	1	1.73	3
2. Utilizing and understanding information given in reports by the school psychologist.	8	1.79	2	20	1.79	2	0	2.18	1	2	1.87	2
3. Interpreting group test results, e.g., readiness and achievement scores.	1	1.73	3	3	1.62	3	0	2.14	3	2	2.00	1

TABLE 53 (continued)

	HAWAII OAHU			HAWAII OUTER ISLAND			ALASKA COMMUNITY			ALASKA BUSH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Understanding the function, role, and duties of the school psychologist.	1	1.87	2	6	1.47	3	12	1.96	2	18	1.78	2
2. Utilizing and understanding information given in reports by the school psychologist.	1	1.99	1	6	2.00	2	8	2.17	1	18	1.67	3
3. Interpreting group test results, e.g., readiness and achievement scores.	1	1.83	3	6	2.24	1	4	1.72	3	0	2.46	1

TABLE 54

DIFFICULTY WITH CLASSROOM ARRANGEMENT AND MANAGEMENT FOR STATES

	OREGON URBAN			OREGON RURAL			IDAHO			WASHINGTON		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Handling a wide age span.	7	1.58	8	5	1.55	8	0	1.92	7	4	1.70	8
2. Individualizing instruction, yet planning for the rest of the class at the same time.	7	2.01	3	5	1.81	6	0	2.50	2	7	2.13	4
3. Establishing rules, routines, and daily procedures for the orderly operation of the classroom.	11	2.28	1	5	2.37	1	0	2.63	1	9	2.69	1
4. Establishing daily class schedule.	9	1.66	7	5	1.87	5	0	1.89	8	7	1.87	7
5. Developing appropriate techniques for management of pupil behavior.	9	1.97	4	5	2.11	3	0	2.40	3	6	2.10	5
6. Effective use of learning centers.	9	1.91	5	5	1.92	4	0	2.39	4	7	2.17	3
7. Organization of classroom environment conducive to learning--bulletin boards, seating arrangement, and appearance.	7	2.14	2	5	2.26	2	0	2.33	5	4	2.28	2
8. Prescribing materials for individual children based on learning deficits and needs.	8	1.80	6	5	1.76	7	0	2.19	6	5	1.98	6

TABLE 54 (continued)

	HAWAII OAHU			HAWAII OUTER ISLAND			ALASKA COMMUNITY			ALASKA BUSH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Handling a wide age span.	1	2.03	2	0	2.00	5	0	2.19	2	0	2.05	6
2. Individualizing instruction, yet planning for the rest of the class at the same time.	1	2.12	1	0	2.24	4	0	2.23	1	0	2.41	2
3. Establishing rules, routines, and daily procedures for the orderly operation of the classroom.	1	1.40	7	0	1.78	7	0	1.50	7	5	1.81	7
4. Establishing daily class schedule.	1	1.34	8	0	1.44	8	0	1.40	8	0	1.55	8
5. Developing appropriate techniques for management of pupil behavior.	1	1.68	6	0	2.53	2	0	1.92	5	0	2.14	5
6. Effective use of learning centers.	1	1.97	4	0	2.50	3	4	2.13	4	5	2.72	1
7. Organization of classroom environment conducive to learning--bulletin boards, seatting arrangement, and appearance.	1	1.75	5	0	2.00	5	4	1.60	6	0	2.27	4
8. Prescribing materials for individual children based on learning deficits and needs.	1	2.03	2	0	2.71	1	0	2.15	3	0	2.29	3

TABLE 55

DIFFICULTY WITH GENERAL METHODOLOGY FOR STATES

	OREGON URBAN			OREGON RURAL			IDAHO			WASHINGTON		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
DIFFICULTY IN USING THE FOLLOWING GENERAL METHODS:												
Class Discussion	6	1.92	4	0	1.83	4	6	2.47	4	2	1.96	4
Individual Student Report	7	2.28	1	0	2.15	2	0	2.83	1	2	2.21	2
Committee Work	7	1.51	7	0	1.45	8	0	2.00	6	1	1.59	7
Field Trips	7	1.40	8	0	1.53	7	0	1.83	7	2	1.53	8
Resource People	6	1.79	6	0	1.75	5	0	2.14	5	1	1.83	5
Class Experiment	8	2.17	3	0	2.29	1	3	2.77	2	2	2.32	1
Dramatization	8	1.82	5	0	1.73	6	0	1.83	7	1	1.82	6
Demonstrations	5	2.22	2	0	2.15	2	0	2.61	3	1	2.17	3

TABLE 55 (continued)

	HAWAII OAHU			HAWAII OUTER ISLAND			ALASKA COMMUNITY			ALASKA BUSH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
DIFFICULTY IN USING THE FOLLOWING GENERAL METHODS:												
Class Discussion	5	1.54	7	0	2.06	8	0	1.80	8	0	2.00	8
Individual Student Report	3	1.89	5	0	2.63	3	4	2.33	3	0	2.55	6
Committee Work	4	2.38	1	0	2.73	2	8	3.18	1	9	3.05	1
Field Trips	6	1.49	8	0	2.12	7	0	1.88	7	0	2.73	4
Resource People	5	2.02	3	0	2.38	4	0	2.56	2	0	2.77	3
Class Experiment	5	1.99	4	0	2.38	4	0	2.04	5	5	2.71	5
Dramatization	6	2.04	2	0	3.06	1	0	2.20	4	0	2.86	2
Demonstrations	5	1.80	6	0	2.27	6	0	2.04	5	5	2.43	7

TABLE 56

AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR STATES

	OREGON URBAN				OREGON RURAL				IDAHO				WASHINGTON			
	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %
EQUIPMENT																
MOTION PICTURE PROJ.	10	11	13	11	8	3	10	5	25	8	17	14	11	13	10	10
SLIDE PROJECTOR	12	10	3	12	13	3	3	5	25	11	3	17	13	10	2	11
FILM STRIP PROJECTOR	10	6	2	9	5	0	3	5	14	8	6	17	11	7	2	8
TAPE RECORDER	14	4	6	9	15	0	5	10	14	6	6	14	13	4	3	11
OPAQUE PROJECTOR	20	16	5	12	23	0	8	13	36	8	=	17	23	15	6	12
OVERHEAD PROJECTOR	15	11	5	19	15	3	8	30	36	11	=	33	14	12	5	21
PHONOGRAPH	12	4	1	10	10	3	0	5	14	6	=	17	10	6	2	10
CAMERA	38	11	4	8	63	13	8	3	56	8	3	11	46	17	5	10
RELATED MATERIALS																
PICTURES	16	2		4	13	5		5	33	6		3	15	3		5
POSTERS	18	3		4	10	3		5	25	8		6	18	4		6
MODELS	25	4		5	25	5		8	33	3		8	23	6		7
DISPLAYS	25	4		5	25	5		5	39	6		6	24	6		8
PROG. INST. MATERIALS	28	3		7	35	3		8	39	3		8	27	4		10
WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMMED MATERIALS FOR USE WITH THE BASIC SKILLS? YES	226	96 %			39	100%			34	94%			231	94%		
NO	9	4 %			0	0			2	5%			14	6%		

*AVA = Availability APP = Appropriateness OPE = Operation MAT = Material for use with

TABLE 56 (continued)

	HAWAII OAHU				HAWAII OUT. ISL.				ALASKA COMM.				ALASKA BUSH			
	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %
EQUIPMENT																
MOTION PICTURE PROJ.	9	9	4	9	6	11	0	33	4	8	4	16	9	0	14	27
SLIDE PROJECTOR	13	9	1	10	28	11	0	17	23	0	0	4	9	9	0	18
FILM STRIP PROJECTOR	6	8	1	13	11	0	0	6	4	4	0	8	9	5	0	9
TAPE RECORDER	6	3	0	14	17	6	0	17	4	4	0	15	14	5	9	5
OPAQUE PROJECTOR	37	10	8	5	50	11	11	11	12	8	4	15	32	9	5	9
OVERHEAD PROJECTOR	14	6	4	13	28	6	0	22	8	4	4	31	9	14	5	32
PHONOGRAPH	6	3	0	10	17	0	0	11	8	4	4	8	9	0	5	14
CAMERA	29	4	3	9	67	6	0	6	38	12	4	0	55	14	0	5
RELATED MATERIALS																
PICTURES	9	6		8	22	0		6	15	0		8	23	0		5
POSTERS	12	8		8	33	0		6	19	0		12	27	0		5
MODELS	22	8		8	44	0		0	23	8		8	41	5		5
DISPLAYS	18	9		9	50	6		0	27	0		12	32	5		5
PROG. INST. MATERIALS	26	4		14	44	6		11	12	8		12	50	0		5
WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMMED MATERIALS FOR USE WITH THE BASIC SKILLS? YES	73	97%			17	100%			25	100%			22	95%		
NO	2	8%			0				0				0	5%		

*AVA = Availability APP = Appropriateness OPE = Operation MAT = Material for use with

APPENDIX D

Tables for Teaching Categories

TABLE 57

DEMOGRAPHIC DATA FOR TEACHING CATEGORIES

	MILD HDCP.		TMR		DEAF BLIND		REGULAR CLASS	
	N	%	N	%	N	%	N	%
LEVEL OF PREPARATION								
LESS THAN B.A.	6	1	8	20	0	0	20	11
B.A. / B.A.+	296	65	24	59	34	44	123	69
M.A. / M.A.+	152	33	9	22	43	56	35	20
CERTIFICATION								
YES	366	87	33	87	66	92	170	91
NO	56	13	5	13	6	8	17	9
TEACHING CATEGORY								
MILD HANDICAP	461	100						
TRAINABLE MENTALLY RETARDED			41	100				
DEAF AND VISUALLY HANDICAPPED					77	100		
REGULAR CLASS							201	100

	MILD HANDICAP	TMR	DEAF BLIND	REGULAR CLASS
		NUMBER OF YEARS		
TEACHING EXPERIENCE				
25TH PERCENTILE	3	3	4	4
50TH PERCENTILE	8	4	11	8
75TH PERCENTILE	15	13	17	16
MEAN TOTAL TEACHING EXPERIENCE	10.2	7.2	12.4	10.9

	N	%	N	%	N	%	N	%
TEACHING LEVEL								
PRIMARY	188	42	31	78	33	45	63	37
INTERMEDIATE	159	35	5	13	26	35	67	39
JUNIOR HIGH	50	11	3	8	7	9	15	9
SENIOR HIGH	55	12	1	3	8	11	25	15
GENERAL TEACHING CONDITION								
1 = GOOD	146	33	16	39	27	39	47	25
2 = AVERAGE	258	58	23	56	39	56	120	63
3 = POOR	41	9	2	5	4	6	23	12

TABLE 58

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR TEACHING CATEGORIES

	MILD HANDICAP		TMR		DEAF/BLIND		REGULAR CLASS	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
II EXPERIENCE UNITS	2.11	7	2.06	7	2.05	8	2.23	5
III SPECIAL SUBJECTS	2.23	6	1.96	9	2.09	7	2.45	1
IV READING	2.11	7	2.39	6	2.35	3	2.13	8
V ARITHMETIC	2.27	5	3.02	1	2.23	5	2.22	6
VI LANGUAGE ARTS	2.29	4	2.63	3	2.62	1	2.34	3
VII SCIENCE	2.33	2	2.41	5	2.24	4	2.20	7
VIII SOCIAL STUDIES	2.42	1	2.81	2	2.61	2	2.45	1
X SEATWORK	2.33	2	2.51	4	2.17	6	2.26	4
XI PUPIL EVALUATION	1.85	11	1.97	8	1.92	9	1.95	12
XII PUPIL CHARACTERISTICS	1.82	12	1.79	11	1.86	11	2.02	11
XIII PROFESSIONAL RELATIONSHIPS	1.66	13	1.59	13	1.65	13	1.80	13
XIV PSYCHOLOGICAL INFORMATION	1.91	10	1.62	12	1.77	12	2.12	9
XV CLASSROOM ARRANGEMENT AND MANAGEMENT	1.93	9	1.89	10	1.89	10	2.04	10
	MEAN		MEAN		MEAN		MEAN	
IX INSTRUCTIONAL MATERIALS	2.19		1.97		1.94		1.55	

TABLE 59

MEANS AND RANK ORDER OF MEANS FOR DIFFICULTY IN THE USE OF EXPERIENCE UNITS FOR TEACHING CATEGORIES

	MILD HANDICAP		TMR		DEAF - BLIND		REGULAR CLASS	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
DEGREE OF DIFFICULTY:								
1. In selecting unit topics	1.66	7	1.80	7	1.63	7	1.70	7
2. In writing own units	2.03	5	1.90	6	1.86	6	2.19	5
3. In using resource materials	2.13	4	2.10	3	2.04	4	2.24	4
4. In developing seatwork for units	2.25	3	2.08	4	1.97	5	2.34	3
5. In organizing units into yearly plans	2.42	1	2.11	2	2.41	1	2.45	2
6. In handling individual difference on units	2.28	2	2.33	1	2.19	3	2.51	1
7. In integrating teaching of basic skills	2.03	5	2.08	4	2.22	2	2.15	6
	N	%	N	%	N	%	N	%
8. Would prepared units on different levels be helpful? YES	415	94	39	98	63	86	189	95
NO	19	6	1	2	9	13	9	5

TABLE 60

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING SPECIAL SUBJECTS FOR TEACHING CATEGORIES

	MILD HANDICAP		TMR		DEAF - BLIND		REGULAR CLASS	
	TEACHING DIFFICULTY		TEACHING DIFFICULTY		TEACHING DIFFICULTY		TEACHING DIFFICULTY	
	MEAN	RK	MEAN	RK	MEAN	RK	MEAN	RK
DO YOU EXPERIENCE DIFFICULTY IN SELECTING AND/OR OBTAINING:								
1. Appropriate art activities.	1.99	5	1.87	4	1.69	6	2.10	6
2. Appropriate methods for teaching art.	2.06	4	1.86	5	1.91	4	2.33	4
3. Materials for teaching art.	2.10	3	2.13	1	1.92	3	2.58	3
4. Appropriate music activities.	2.60	2	2.00	3	2.43	2	2.60	2
5. Appropriate methods for teaching music.	2.75	1	2.11	2	2.79	1	2.91	1
6. Physical education activities.	1.87	6	1.78	6	1.81	5	2.20	5

TABLE 61

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING READING FOR TEACHING CATEGORIES

	MILD HANDICAP					TMR					DEAF - BLIND					REGULAR CLASS				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Basal Reading Series	27	1.82	12	2.02	12	76	2.50	5	2.57	4	36	2.34	7	2.39	7	18	1.78	12	2.13	12
2. Readiness Program	26	1.98	8	2.22	6	22	2.24	9	2.21	10	35	1.90	12	2.19	11	42	2.02	7	2.22	8
3. Sight Vocabulary	11	1.95	10	2.09	8	32	2.04	12	2.17	11	25	2.02	11	2.21	10	20	2.05	5	2.30	5
4. Phonics	7	1.97	9	2.08	9	46	2.14	11	1.95	12	25	2.28	9	2.52	4	23	1.97	9	2.19	9
5. Structural Analysis	11	2.27	2	2.38	2	61	2.64	4	2.54	5	29	2.42	5	2.73	2	20	2.05	5	2.29	6
6. Oral Reading	5	1.76	13	1.81	13	63	2.36	7	2.23	9	36	2.31	8	2.34	9	9	1.77	13	2.02	13
7. Reading Comprehension	5	2.26	3	2.37	3	66	2.92	1	2.92	2	21	2.71	1	2.86	1	9	2.27	1	2.42	1
8. Ability Grouping	13	1.88	11	2.05	11	46	2.40	6	2.39	7	33	2.52	2	2.65	3	11	1.99	8	2.19	9
9. Supplemental Reading	8	2.15	5	2.36	4	71	2.82	3	3.00	1	23	2.48	3	2.46	5	9	2.08	4	2.38	2
10. Use of Dictionary	22	2.25	4	2.27	5	88	2.25	8	2.50	6	27	2.27	10	2.12	12	19	1.92	11	2.15	11
11. Experience Charts	20	2.02	6	2.06	10	46	1.58	13	1.67	13	27	1.83	13	2.00	13	28	2.15	3	2.35	4
12. Reading Application	8	2.02	6	2.14	7	46	2.21	10	2.28	8	16	2.41	6	2.37	8	12	2.20	2	2.37	3
13. Recreational Reading	10	2.32	1	2.43	1	71	2.88	2	2.63	3	23	2.44	4	2.40	6	11	1.95	10	2.27	7

TABLE 62

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING ARITHMETIC FOR TEACHING CATEGORIES

	MILD HANDICAP					EMR					DEAF - BLIND					REGULAR CLASS				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Basal Arithmetic Series	29	2.11	6	2.39	5	68	2.36	10	3.13	6	34	2.07	10	2.19	6	20	2.01	9	2.36	8
2. Readiness Program	33	2.10	7	2.36	6	22	2.03	12	2.48	12	40	1.94	12	2.17	8	37	2.07	8	2.33	9
3. Addition	16	1.65	13	1.84	13	51	1.79	13	2.25	13	25	1.85	13	1.72	13	13	1.57	13	1.95	13
4. Subtraction	16	1.78	12	1.95	12	56	2.18	11	2.71	11	27	2.02	11	1.85	11	13	1.69	12	2.02	12
5. Multiplication	28	1.95	11	2.18	11	85	3.60	4	3.80	4	43	2.18	7	1.81	12	26	1.78	11	2.14	11
6. Division	35	2.21	5	2.35	7	85	3.75	2	4.00	1	44	2.27	6	1.88	10	31	1.96	10	2.18	10
7. Word Problems	25	2.87	1	2.94	1	83	4.00	1	3.83	3	36	3.11	1	2.76	1	20	2.55	1	2.75	1
8. Fractions and Decimals	42	2.72	2	2.77	2	83	3.20	5	3.60	5	48	2.52	3	2.53	2	35	2.18	4	2.62	3
9. Concept of Place Value	25	2.64	3	2.64	3	83	3.67	3	4.00	1	34	2.64	2	2.29	5	20	2.09	7	2.43	7
10. Ability Grouping	20	2.05	9	2.26	8	56	2.38	9	3.00	7	43	2.35	5	2.30	4	17	2.22	2	2.48	5
11. Use of Money	15	2.00	10	2.22	9	17	2.87	6	2.72	10	25	2.10	9	2.19	6	10	2.13	6	2.58	4
12. Time	14	2.08	8	2.21	10	15	2.84	7	2.82	9	25	2.14	8	2.12	9	10	2.16	5	2.47	6
13. Measurement	15	2.32	4	2.51	4	29	2.72	8	2.87	8	30	2.42	4	2.47	3	10	2.22	2	2.67	2

TABLE 63

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING LANGUAGE ARTS FOR TEACHING CATEGORIES

	MILD HANDICAP					TMR					DEAF - BLIND					REGULAR CLASS				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Listening skills	4	2.20	7	2.41	5	2	2.06	10	2.28	10	34	2.33	8	2.40	8	5	2.34	4	2.59	2
2. Oral Vocabulary Devel.	5	2.17	8	2.30	7	7	2.11	9	2.33	8	20	2.69	5	2.55	5	5	2.25	6	2.48	4
3. Improving oral self-expression	7	2.33	4	2.43	3	5	2.29	8	2.42	7	23	2.85	3	2.80	3	5	2.42	2	2.47	5
4. Manuscript writing	16	1.95	10	2.08	10	29	2.43	5	2.60	6	38	2.20	10	2.38	9	22	1.99	11	2.06	11
5. Cursive writing	20	2.11	9	2.17	9	68	2.91	4	2.91	3	43	2.08	11	2.34	10	28	2.13	8	2.13	10
6. Spelling	10	2.25	6	2.21	8	73	2.36	7	2.75	4	27	2.23	9	2.21	11	11	2.08	9	2.27	8
7. Use of telephone	26	1.87	11	2.08	10	2	2.37	6	2.33	8	56	2.73	4	2.48	7	41	2.07	10	2.39	6
8. Following Directions	5	2.26	5	2.42	4	7	2.06	10	2.26	11	17	2.64	7	2.54	6	5	2.37	3	2.53	3
9. Letter Writing	24	2.34	3	2.33	6	73	3.38	2	2.75	4	29	2.67	6	2.64	4	18	2.18	7	2.23	9
10. Written self-expression	21	2.86	1	2.77	1	85	3.80	1	3.17	1	33	3.23	2	2.95	2	13	2.33	5	2.31	7
11. Business Forms	56	2.40	2	2.48	2	89	3.25	3	3.00	2	64	3.68	1	3.11	1	64	2.92	1	2.92	1

TABLE 64

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING SCIENCE FOR TEACHING CATEGORIES

	MILD HANDICAP					TMR					DEAF - BLIND					REGULAR CLASS				
	N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Weather	22	2.03	6	2.45	5	5	1.60	8	2.21	7	29	1.83	8	2.10	8	14	1.92	6	2.45	3
2. Seasons of the year	22	1.92	8	2.28	7	5	1.66	7	2.18	8	33	1.96	6	2.16	6	15	1.82	8	2.28	6
3. Plants	22	2.13	5	2.35	6	12	2.00	5	2.41	6	30	2.09	4	2.15	7	11	1.94	5	2.25	7
4. Animals	22	1.96	7	2.25	8	10	1.94	6	2.52	5	29	1.86	7	2.21	4	12	1.85	7	2.18	8
5. Sun, earth, moon	23	2.37	2	2.59	3	29	2.52	2	3.30	1	36	2.42	2	2.54	2	12	2.06	3	2.45	3
6. Air	23	2.42	1	2.66	1	29	2.39	3	2.91	3	38	2.42	2	2.32	3	13	2.13	2	2.51	2
7. Water	23	2.32	4	2.59	3	29	2.31	4	2.91	3	35	2.07	5	2.17	5	13	2.03	4	2.40	5
8. Conservation of Natural Resources	26	2.36	3	2.64	2	34	2.57	1	3.05	2	44	2.65	1	2.81	1	16	2.19	1	2.69	1

TABLE 65

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING SOCIAL STUDIES FOR TEACHING CATEGORIES

	MILD HANDICAP					TMR					DEAF - BLIND					REGULAR CLASS				
	N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Home and family	18	1.91	18	2.16	17	5	1.86	18	2.09	18	25	1.84	20	2.15	19	11	1.72	20	2.04	20
2. Community	18	2.02	16	2.21	16	7	2.37	12	2.26	16	30	2.20	16	2.44	14	14	1.89	17	2.20	16
3. Safety	18	1.79	20	2.00	20	2	1.72	20	2.09	18	25	2.15	17	2.25	18	7	1.80	19	2.13	19
4. Health	17	1.94	17	2.11	19	2	1.81	19	2.00	20	25	2.06	19	2.09	20	6	1.84	18	2.15	18
5. Government	38	2.95	1	2.98	3	76	3.44	4	3.43	5	52	3.00	3	2.93	6	32	2.79	3	2.94	4
6. Local current events	24	2.12	13	2.23	15	44	3.05	9	2.74	12	38	2.67	10	2.57	10	15	2.12	13	2.20	16
7. State current events	30	2.48	8	2.57	8	71	3.18	7	3.63	3	44	2.68	9	2.55	11	25	2.51	6	2.67	9
8. Nat'l current events	28	2.57	6	2.56	9	59	3.06	8	3.39	6	44	2.49	12	2.42	16	23	2.45	10	2.67	9
9. Use of news media	27	2.34	10	2.37	12	68	3.36	5	3.20	9	43	2.71	8	2.79	8	23	2.47	9	2.70	7
10. Historical events	29	2.74	4	2.71	7	63	3.54	2	3.33	8	44	2.50	11	2.44	14	18	2.35	11	2.63	11
11. Sex education	37	2.92	2	3.12	1	46	3.35	6	3.37	7	46	3.03	2	3.13	3	38	2.77	4	3.07	3
12. Law and authority	15	2.18	11	2.52	10	17	2.06	16	2.40	13	24	2.33	15	2.52	12	10	2.09	14	2.46	13
13. Use of leisure time	18	2.41	9	2.72	6	20	2.81	11	2.83	10	29	2.73	7	2.83	7	13	2.48	8	2.76	6
14. Inter-intracity travel	22	2.14	12	2.32	14	12	2.35	13	2.32	14	31	2.48	13	2.51	13	19	2.00	16	2.23	15
15. Grooming	16	1.88	19	2.15	18	7	2.23	15	2.30	15	27	2.11	18	2.38	17	11	2.02	15	2.32	14
16. Work habits/attitude	20	2.07	15	2.35	13	15	2.03	17	2.21	17	31	2.44	14	2.73	9	16	2.21	12	2.59	12
17. Job aspirations	41	2.56	7	2.83	5	61	2.29	14	2.79	11	47	2.97	4	3.28	1	48	2.56	5	2.80	5
18. Job application process	61	2.12	13	2.44	11	80	2.86	10	3.50	4	61	2.79	6	2.95	5	66	2.50	7	2.69	8
19. Fringe benefits	65	2.60	5	2.85	4	85	3.80	1	4.00	1	61	2.95	5	3.00	4	68	2.86	2	3.15	2
20. Union membership	66	2.81	3	3.11	2	88	3.50	3	4.00	1	61	3.11	1	3.20	2	72	2.90	1	3.18	1

TABLE 66

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR TEACHING CATEGORIES

	MILD HANDICAP		TMR		DEAF-BLIND		REGULAR CLASS	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Peabody Language Development Kits	3.28	3	3.78	1	2.31	4	1.63	5
2. Fitzhugh Plus Program	1.69	12	1.42	13	1.36	12	1.08	15
3. Frostig Program for the Development of Visual Perception	3.33	2	3.30	2	2.77	3	1.71	3
4. Simplified Reading Readiness Program	2.24	5	2.08	4	1.92	5	2.02	2
5. Readers Digest Skill Builders	3.49	1	2.53	3	3.10	2	3.13	1
6. Money Makes Sense & Using Dollars and Sense	2.36	4	1.87	5	1.58	8	1.44	7
7. Finding Your Job (Finney Co.)	1.87	9	1.44	12	1.43	9	1.24	11
8. Captioned films for the deaf	1.30	14	1.31	14	3.80	1	1.30	9
9. Jefferson Program for Concept Development	1.20	15	1.13	15	1.22	15	1.18	13
10. Basic Concept Inventory	1.71	11	1.46	11	1.41	10	1.49	6
11. Durrell Reading Capacity and Achievement Test	2.16	6	1.75	7	1.65	7	1.70	4
12. Wepman Auditory Discrimination Test	1.90	8	1.65	9	1.77	6	1.29	10
13. Cain-Levine Social Competency Scale	1.49	13	1.47	10	1.36	12	1.09	14
14. Open Court Reading Program	2.01	7	1.77	6	1.36	12	1.33	8
15. Distar Language Program	1.82	10	1.74	8	1.38	11	1.21	12

*In this section teachers were asked to respond on a fixed point scale with regard to their familiarity with the materials named. The scale was to be marked as follows:

Not familiar with the materials 1 X2 3 4 5
Have read or heard about 1 2 X3 4 5
Have seen demonstrated or in use 1 2 3 X4 5
Have tried the material 1 2 3 4 X5
Use the material regularly 1 2 3 4 5 X

TABLE 67

DIFFICULTY WITH SEATWORK FOR TEACHING CATEGORIES

	MILD HANDICAP TEACHING DIFFICULTY		TMR TEACHING DIFFICULTY		DEAF - BLIND TEACHING DIFFICULTY		REGULAR CLASS TEACHING DIFFICULTY	
	MEAN	RK	MEAN	RK	MEAN	RK	MEAN	RK
DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN:								
Arithmetic	1.73	15	2.03	14	1.68	15	1.67	15
Language Arts	2.10	11	2.50	8	2.15	9	1.98	13
Reading	1.91	13	2.37	9	1.96	13	1.86	14
Social Studies	2.57	6	2.87	2	2.24	7	2.25	7
Science	2.91	2	2.93	1	2.47	1	2.48	4
DIFFICULTY IN DESIGNING SEATWORK ON DIFFERENT ABILITY LEVELS:								
Arithmetic	1.84	14	1.97	15	1.83	14	2.19	10
Language Arts	2.17	8	2.36	10	2.12	10	2.34	6
Reading	1.95	12	2.33	11	2.08	11	2.11	12
Social Studies	2.73	4	2.66	5	2.20	8	2.60	3
Science	2.95	1	2.66	5	2.46	2	2.75	1
DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED:								
Arithmetic	2.12	10	2.27	13	2.02	12	2.22	9
Language Arts	2.26	7	2.59	7	2.31	5	2.25	7
Reading	2.15	9	2.33	11	2.36	4	2.12	11
Social Studies	2.68	5	2.87	2	2.29	6	2.43	5
Science	2.82	3	2.87	2	2.43	3	2.62	2

TABLE 68

DIFFICULTY WITH EVALUATION OF PUPILS FOR TEACHING CATEGORIES

	MILD HANDICAP			TMR			DEAF - BLIND			REGULAR CLASS		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Reporting pupil progress to parents:												
a) Report cards	20	1.97	2	22	1.88	4	13	2.19	2	5	1.85	5
b) Parent conferences	4	1.57	7	7	1.65	7	10	1.69	6	5	1.75	6
c) Written narrative reports of pupil progress	9	1.82	4	2	2.00	3	8	1.77	5	14	2.02	4
d) Anecdotal records	8	1.81	5	15	1.79	5	14	1.82	4	15	2.11	1
2. Developing adequate teacher-made tests for classroom use.	13	2.27	1	41	2.70	1	23	2.07	3	2	2.07	2
3. Grading daily assignments.	15	1.65	6	42	1.70	6	23	1.56	7	2	1.75	6
4. Determining promotion policies.	21	1.88	3	46	2.05	2	35	2.34	1	10	2.07	2

TABLE 69

DIFFICULTY WITH ASPECTS OF PUPIL CHARACTERISTICS FOR TEACHING CATEGORIES

	MILD HANDICAP			TMR			DEAF - BLIND			REGULAR CLASS		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Understanding and appreciating how social class differences affect pupil performance.	0	1.50	6	0	1.42	6	0	1.55	6	0	1.76	0
2. Understanding the intellectual characteristics of children.	0	1.66	4	0	1.73	3	0	1.72	5	0	1.85	4
3. Understanding the social development of the child.	0	1.67	3	0	1.61	4	0	1.79	4	0	1.83	5
4. Understanding how emotional problems affect teaching of children.	0	1.64	5	0	1.61	4	0	1.82	3	0	1.93	3
5. Utilizing knowledge of the speech and language development in children.	0	2.09	2	0	2.15	2	0	1.96	2	0	2.22	2
6. Understanding children with perceptual problems.	0	2.36	1	0	2.22	1	0	2.32	1	0	2.51	1

TABLE 70

DIFFICULTY WITH ASPECTS OF PROFESSIONAL RELATIONSHIPS FOR TEACHING CATEGORIES

	MILD HANDICAP		TMR		DEAF - BLIND		REGULAR CLASS	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Relationships with administration and special teachers	1.35	8	1.38	8	1.42	9	1.48	9
2. Supervision assistance	2.21	1	2.05	2	2.08	1	2.10	3
3. Relationships with special service personnel	1.51	5	1.46	5	1.67	4	1.91	5
4. Communication with community agencies	2.01	3	1.77	3	1.94	2	2.18	2
5. Relationships with regular class teachers	1.47	7	1.45	6	1.54	7	1.30	10
6. Relationships with special class teachers	1.35	8	1.37	9	1.35	10	1.57	7
7. Access to journals and references	1.90	4	1.73	4	1.47	8	2.20	1
8. Dealing with confidential matters	1.34	10	1.23	10	1.55	5	1.56	8
9. Teacher parent rapport	1.48	6	1.40	7	1.55	5	1.67	6
10. Referral of parental inquiries	2.02	2	2.09	1	1.92	3	2.05	4

11. In which do you hold membership/get assistance?	MEMBER. %	MEMBER. RANK	ASSIST. %	ASSIST. RANK	MEMBER. %	MEMBER. RANK	ASSIST. %	ASSIST. RANK	MEMBER. %	MEMBER. RANK	ASSIST. %	ASSIST. RANK	MEMBER. %	MEMBER. RANK	ASSIST. %	ASSIST. RANK
PTA	61	3	28	4	63	3	22	5	48	1	29	1	53	3	36	2
CEC	32	4	34	2	39	4	49	1	18	4	22	4	4	4	4	4
STATE EDUCATION ASSOCIATION	65	2	35	1	71	1	37	3	42	3	29	1	56	2	42	1
NEA	66	1	33	3	71	1	39	2	44	2	29	1	57	1	36	2
AFT	5	7	3	7	2	7	5	7	4	5	1	7	3	5	4	4
STATE ASSOC. FOR RETARDED CHILD	10	6	9	6	22	6	17	6	1	7	3	6	1	6	1	7
CO. ASSOC. FOR RETARDED CHILD	15	5	12	5	24	5	24	4	3	6	4	5	1	6	3	6

TABLE 71

DIFFICULTY WITH UTILIZATION OF PSYCHOLOGICAL INFORMATION FOR TEACHING CATEGORIES

	MILD HANDICAP			TMR			DEAF- BLIND			REGULAR CLASS		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Understanding the function, role, and duties of the school psychologist.	5	1.86	3	0	1.58	2	4	1.76	2	18	2.18	2
2. Utilizing and understanding information given in reports by the school psychologist.	4	1.96	1	0	1.73	1	5	1.74	3	21	2.22	1
3. Interpreting group test results, e.g., readiness and achievement scores.	1	1.92	2	0	1.56	3	5	1.81	1	4	1.95	3

TABLE 72

DIFFICULTY WITH CLASSROOM ARRANGEMENT AND MANAGEMENT FOR TEACHING CATEGORIES

	MILD HANDICAP			TMR			DEAF - BLIND			REGULAR CLASS		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Handling a wide age span.	3	1.99	4	0	2.10	4	6	2.10	3	1	2.16	4
2. Individualizing instruction, yet planning for the rest of the class at the same time.	2	2.16	2	0	2.42	1	9	2.52	1	0	2.48	1
3. Establishing rules, routines, and daily procedures for the orderly operation of the classroom.	3	1.61	7	0	1.51	6	8	1.46	7	0	1.61	7
4. Establishing daily class schedule.	3	1.52	8	0	1.40	8	9	1.31	8	0	1.59	8
5. Developing appropriate techniques for management of pupil behavior.	2	1.89	5	0	1.75	5	6	1.68	6	0	1.91	5
6. Effective use of learning centers.	3	2.28	1	2	2.23	2	10	2.02	4	2	2.29	3
7. Organization of classroom environment conducive to learning--bulletin boards, seating arrangement, and appearance.	3	1.86	6	0	1.51	6	8	1.76	5	1	1.82	6
8. Prescribing materials for individual children based on learning deficits and needs.	2	2.14	3	0	2.20	3	5	2.30	2	0	2.45	2

TABLE 73

DIFFICULTY WITH GENERAL METHODOLOGY FOR TEACHING CATEGORIES

	MILD HANDICAP			TMR			DEAF - BLIND			REGULAR CLASS		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
DIFFICULTY IN USING THE FOLLOWING GENERAL METHODS:												
Class Discussion	4	1.65	8	0	1.82	7	9	2.07	3	0	1.73	8
Individual Student Report	5	2.18	3	10	2.68	2	8	2.30	2	0	1.88	7
Committee Work	7	2.56	1	10	3.19	1	12	2.66	1	2	2.30	1
Field Trips	7	1.78	7	0	1.76	8	8	1.63	8	1	2.05	5
Resource People	6	2.17	4	2	2.38	3	5	2.03	4	2	2.25	3
Class Experiment	6	2.16	5	2	2.00	6	9	1.94	5	1	2.06	4
Dramatization	5	2.36	2	0	2.38	3	8	1.72	6	1	2.28	2
Demonstrations	6	2.01	6	0	2.03	5	6	1.71	7	1	1.91	6

TABLE 74

AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR TEACHING CATEGORIES

	MILD HANDICAP				TMR				DEAF - BLIND				REGULAR CLASS			
	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %
EQUIPMENT																
MOTION PICTURE PROJ.	11	7	8	12	15	7	7	7	5	17	16	13	15	4	16	10
SLIDE PROJECTOR	15	7	2	13	20	0	0	2	9	14	4	13	20	6	4	9
FILM STRIP PROJECTOR	10	4	2	10	10	2	0	7	4	12	3	13	17	2	5	9
TAPE RECORDER	11	2	4	14	15	0	0	7	14	19	4	6	20	3	6	9
OPAQUE PROJECTOR	25	11	5	12	32	17	2	10	26	17	5	9	46	7	8	12
OVERHEAD PROJECTOR	16	8	4	22	24	12	2	17	9	12	4	16	26	6	7	26
PHONOGRAPH	10	3	1	13	12	0	2	0	13	10	1	6	19	4	2	9
CAMERA	47	10	4	8	54	2	2	0	18	10	5	8	65	12	3	9
RELATED MATERIALS																
PICTURES	17	2		5	17	0		2	9	6		5	19	5		10
POSTERS	18	3		6	22	0		2	13	9		5	25	3		9
MODELS	28	5		7	17	7		2	21	4		8	32	5		9
DISPLAYS	28	5		7	22	2		2	18	5		8	32	5		8
PROG. INST. MATERIALS	31	3		10	22	5		5	26	6		10	38	3		10
WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMMED MATERIALS FOR USE WITH THE BASIC SKILLS? YES	425	97%			40	100%			67	94%			181	94%		
NO	11	3%			0	0			4	6%			11	6%		

*AVA = Availability APP = Appropriateness OPE = Operation MAT = Material for use with

APPENDIX E

Tables for Teaching Levels

TABLE 75

DEMOGRAPHIC DATA FOR TEACHING LEVELS

	PRIMARY		INTER-MEDIATE		JUNIOR HIGH		SENIOR HIGH	
	N	%	N	%	N	%	N	%
LEVEL OF PREPARATION								
LESS THAN B.A.	22	7	8	3	2	3	3	3
B.A. / B.A.+	229	68	155	61	43	62	59	63
M.A. / M.A.+	85	25	93	36	24	35	31	33
CERTIFICATION								
YES	272	86	225	91	65	89	76	83
NO	44	14	21	9	8	11	16	17
TEACHING CATEGORY								
MILD HANDICAP	205	62	160	62	49	66	56	62
TRAINABLE MENTALLY RETARDED	31	9	5	2	3	4	1	1
DEAF AND VISUALLY HANDICAPPED	33	10	26	10	7	9	8	9
REGULAR CLASS	63	19	67	25	15	20	25	28

	PRIMARY	INTER-MEDIATE	JUNIOR HIGH	SENIOR HIGH
	NUMBER OF YEARS			
TEACHING EXPERIENCE				
25TH PERCENTILE	3	4	3	3
50TH PERCENTILE	7	9	6	6
75TH PERCENTILE	15	17	12	12
MEAN TOTAL TEACHING EXPERIENCE	9.9	11.5	8.8	9.4

	N	%	N	%	N	%	N	%
TEACHING LEVEL								
PRIMARY	346	100						
INTERMEDIATE			267	100				
JUNIOR HIGH					77	100		
SENIOR HIGH							95	100
GENERAL TEACHING CONDITION								
1 = GOOD	105	32	83	32	23	32	29	32
2 = AVERAGE	201	61	144	56	45	63	54	59
3 = POOR	25	8	29	11	4	6	9	10

TABLE 76

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR TEACHING LEVELS

	PRIMARY		INTERMEDIATE		JUNIOR HIGH		SENIOR HIGH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
II EXPERIENCE UNITS	2.13	7	2.10	8	2.22	6	2.04	8
III SPECIAL SUBJECTS	2.15	6	2.28	3	2.34	5	2.66	1
IV READING	2.08	8	2.15	7	2.22	6	2.37	4
V ARITHMETIC	2.38	2	2.19	6	2.19	8	2.21	7
VI LANGUAGE ARTS	2.32	5	2.33	2	2.39	4	2.45	3
VII SCIENCE	2.33	4	2.20	5	2.43	2	2.46	2
VIII SOCIAL STUDIES	2.51	1	2.49	1	2.53	1	2.26	6
X SEATWORK	2.36	3	2.23	4	2.41	3	2.29	5
XI PUPIL EVALUATION	1.90	11	1.86	11	1.87	13	1.85	12
XII PUPIL CHARACTERISTICS	1.88	12	1.87	10	1.95	11	1.87	11
XIII PROFESSIONAL RELATIONSHIPS	1.68	13	1.65	13	1.89	12	1.71	13
XIV PSYCHOLOGICAL INFORMATION	1.92	10	1.85	12	2.16	9	1.94	10
XV CLASSROOM ARRANGEMENT AND MANAGEMENT	1.93	9	1.94	9	2.01	10	2.03	9

	MEAN	MEAN	MEAN	MEAN
IX INSTRUCTIONAL MATERIALS	2.01	2.09	1.91	2.02

TABLE 77

MEANS AND RANK ORDER OF MEANS FOR DIFFICULTY IN THE USE OF EXPERIENCE UNITS FOR TEACHING LEVELS

	PRIMARY		INTERMEDIATE		JUNIOR HIGH		SENIOR HIGH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
DEGREE OF DIFFICULTY:								
1. In selecting unit topics	1.71	7	1.60	7	1.76	7	1.57	7
2. In writing own units	2.04	6	1.97	6	2.09	6	2.01	6
3. In using resource materials	2.05	5	2.15	4	2.39	2	2.16	1
4. In developing seatwork for units	2.25	3	2.19	3	2.25	4	2.12	4
5. In organizing units into yearly plans	2.39	1	2.44	1	2.55	1	2.14	3
6. In handling individual difference on units	2.38	2	2.31	2	2.27	3	2.16	1
7. In integrating teaching of basic skills	2.06	4	2.04	5	2.23	5	2.11	5
	N	%	N	%	N	%	N	%
8. Would prepared units on different levels be helpful? YES	311	94%	234	91%	71	94%	81	88%
NO	14	6%	13	6%	3	6%	11	12%

TABLE 78

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SPECIAL SUBJECTS FOR TEACHING LEVELS

	PRIMARY TEACHING DIFFICULTY		INTERMEDIATE TEACHING DIFFICULTY		JUNIOR HIGH TEACHING DIFFICULTY		SENIOR HIGH TEACHING DIFFICULTY	
	MEAN	RK	MEAN	RK	MEAN	RK	MEAN	RK
DO YOU EXPERIENCE DIFFICULTY IN SELECTING AND/OR OBTAINING:								
1. Appropriate art activities.	1.92	6	1.98	5	1.94	6	2.21	5
2. Appropriate methods for teaching art.	2.05	3	2.07	4	2.16	4	2.32	4
3. Materials for teaching art.	2.04	4	2.35	3	2.38	3	2.53	3
4. Appropriate music activities	2.37	2	2.60	2	2.73	2	3.35	2
5. Appropriate methods for teaching music.	2.57	1	2.85	1	2.79	1	3.53	1
6. Physical education activities.	1.96	5	1.83	6	2.06	5	2.03	6

TABLE 79

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING READING FOR TEACHING LEVELS

	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Basal Reading Series	28	1.81	11	2.06	10	26	1.88	12	2.08	12	42	2.05	11	2.19	9	58	2.22	9	2.28	9
2. Readiness Program	21	1.87	9	2.11	8	39	2.08	8	2.32	2	49	2.25	5	2.31	6	62	2.62	3	2.61	4
3. Sight Vocabulary	14	1.90	8	2.09	9	14	1.99	10	2.16	9	25	2.19	7	2.30	7	45	2.38	7	2.30	8
4. Phonics	16	1.87	9	2.02	11	11	1.95	11	2.09	11	21	2.21	6	2.41	4	41	2.64	2	2.58	5
5. Structural Analysis	25	2.16	4	2.34	4	12	2.15	6	2.30	4	18	2.43	1	2.51	3	38	2.77	1	2.67	3
6. Oral Reading	20	1.78	12	1.90	12	8	1.83	13	1.88	13	14	1.82	12	1.93	13	31	1.93	13	1.96	13
7. Reading Comprehension	19	2.27	1	2.41	1	7	2.28	1	2.41	1	13	2.38	2	2.58	2	23	2.52	5	2.48	6
8. Ability Grouping	20	2.01	7	2.15	6	18	2.00	9	2.14	10	18	1.76	13	2.03	12	32	2.04	10	2.16	11
9. Supplemental Reading	23	2.11	5	2.38	2	10	2.13	7	2.22	8	12	2.28	3	2.38	5	22	2.50	6	2.84	1
10. Use of Dictionary	47	2.22	2	2.35	3	15	2.23	3	2.26	6	14	2.06	10	2.05	11	21	1.99	11	2.06	12
11. Experience Charts	24	1.75	13	1.88	13	29	2.26	2	2.29	5	30	2.15	8	2.23	8	42	2.26	8	2.42	7
12. Reading Application	19	2.03	6	2.13	7	10	2.22	4	2.32	2	10	2.08	9	2.16	10	22	1.94	12	2.22	10
13. Recreational Reading	25	2.20	3	2.34	4	13	2.21	5	2.23	7	12	2.27	4	2.64	1	25	2.57	4	2.78	2

TABLE 80

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING ARITHMETIC FOR TEACHING LEVELS

	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Basal Arithmetic Series	33	2.22	9	2.48	5	31	1.98	10	2.24	9	34	1.85	10	2.34	5	46	1.92	8	2.37	6
2. Readiness Program	28	2.02	10	2.32	11	43	2.12	5	2.35	5	52	1.94	8	2.18	9	61	2.31	4	2.58	4
3. Addition	24	1.84	13	2.02	13	18	1.46	13	1.72	13	17	1.56	13	1.76	13	35	1.58	13	1.80	13
4. Subtraction	25	2.00	12	2.17	12	18	1.57	12	1.78	12	17	1.73	12	1.89	12	35	1.65	12	1.88	12
5. Multiplication	55	2.02	11	2.35	10	22	1.78	11	2.04	11	18	1.85	10	2.10	11	35	1.83	10	2.10	9
6. Division	64	2.36	5	2.44	8	26	2.06	7	2.18	10	20	2.08	5	2.28	7	35	2.10	6	2.21	8
7. Word Problems	45	2.77	1	2.88	2	22	2.85	1	2.84	1	17	2.84	1	2.92	1	35	2.78	1	2.86	1
8. Fractions and Decimals	71	2.75	2	2.90	1	35	2.47	2	2.64	2	25	2.41	3	2.67	2	34	2.63	3	2.68	3
9. Concept of Place Value	42	2.52	3	2.61	4	23	2.43	3	2.45	4	22	2.50	2	2.63	3	36	2.69	2	2.73	2
10. Ability Grouping	32	2.26	6	2.46	6	25	2.04	8	2.25	7	21	2.05	7	2.20	8	35	2.20	5	2.40	5
11. Use of Money	22	2.26	6	2.45	7	18	2.03	9	2.33	6	12	1.91	9	2.14	10	19	1.75	11	2.07	11
12. Time	19	2.26	6	2.38	9	18	2.08	6	2.25	7	10	2.07	6	2.30	6	20	1.88	9	2.10	9
13. Measurement	24	2.43	4	2.62	3	18	2.31	4	2.59	3	12	2.29	4	2.47	4	22	2.03	7	2.29	7

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TABLE 81

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING LANGUAGE ARTS FOR TEACHING LEVELS

	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
	N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT		N/A	TEACHING METHODS		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Listening skills	6	2.13	8	2.39	5	6	2.27	6	2.39	4	8	2.25	9	2.49	5	21	2.41	7	2.77	1
2. Oral Vocabulary Develop.	5	2.16	7	2.35	6	8	2.20	7	2.27	7	7	2.35	6	2.56	3	20	2.32	9	2.52	6
3. Improving oral Self-expression	6	2.32	4	2.50	3	10	2.38	3	2.34	6	9	2.36	3	2.50	4	18	2.47	4	2.60	4
4. Manuscript writing	17	1.85	11	2.02	11	26	1.98	10	2.12	10	27	2.27	8	2.35	7	42	2.70	2	2.72	3
5. Cursive writing	44	2.03	9	2.18	10	16	2.11	9	2.11	11	18	2.36	3	2.39	6	41	2.53	3	2.50	7
6. Spelling	28	2.19	6	2.30	8	10	2.20	7	2.24	8	7	2.30	7	2.29	10	23	2.35	8	2.28	10
7. Use of telephone	35	1.99	10	2.19	9	32	1.96	11	2.19	9	35	2.13	11	2.16	11	37	1.68	11	1.89	11
8. Following Directions	7	2.26	5	2.44	4	6	2.35	4	2.47	3	7	2.24	10	2.31	8	21	2.43	6	2.57	5
9. Letter Writing	43	2.36	3	2.34	7	21	2.32	5	2.39	4	9	2.36	3	2.31	8	28	2.44	5	2.37	8
10. Written Self-expression	39	2.61	2	2.57	2	21	2.81	1	2.71	1	12	2.82	1	2.73	1	21	2.93	1	2.75	2
11. Business forms	87	2.86	1	2.95	1	62	2.76	2	2.66	2	31	2.49	2	2.65	2	26	2.31	10	2.36	9

TABLE 82

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SCIENCE FOR TEACHING LEVELS

	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
	N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Weather	18	1.98	6	2.33	5	25	1.93	6	2.35	4	22	2.00	7	2.56	7	38	2.13	7	2.91	1
2. Seasons of the year	18	1.90	7	2.19	7	25	1.91	7	2.29	6	26	1.93	8	2.29	8	42	1.88	8	2.75	7
3. Plants	19	2.06	5	2.23	6	25	1.95	5	2.16	7	21	2.35	3	2.78	2	37	2.33	1	2.80	2
4. Animals	18	1.89	8	2.13	8	24	1.87	8	2.16	7	21	2.21	6	2.62	5	39	2.18	3	2.76	6
5. Sun, earth, moon	25	2.44	3	2.64	3	24	2.20	2	2.44	3	22	2.27	5	2.65	4	39	2.17	4	2.77	4
6. Air	25	2.46	2	2.68	2	25	2.28	1	2.50	2	22	2.39	1	2.74	3	40	2.19	2	2.77	4
7. Water	24	2.32	4	2.61	4	25	2.13	4	2.35	4	23	2.33	4	2.62	5	40	2.15	6	2.79	3
8. Conservation of Natural Resources	33	2.54	1	2.83	1	27	2.20	2	2.51	1	22	2.39	1	2.81	1	33	2.16	5	2.68	8

TABLE 83

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SOCIAL STUDIES FOR TEACHING LEVELS

	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
	N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT		N/A	DETERMINE CONTENT		MATERIAL& STU. ACT	
	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK	%	MEAN	RK	MEAN	RK
1. Home and family	17	1.85	19	2.12	18	28	1.87	19	2.15	18	14	1.93	18	2.15	19	18	1.76	19	2.06	18
2. Community	19	2.07	16	2.28	15	27	1.93	17	2.20	17	12	2.26	12	2.26	15	19	1.94	15	2.15	14
3. Safety	16	1.79	20	2.05	20	21	1.83	20	2.05	20	14	1.90	20	2.05	20	18	1.79	18	2.16	13
4. Health	17	1.89	18	2.08	19	21	1.95	16	2.14	19	16	1.95	17	2.16	18	16	1.89	16	2.14	15
5. Government	60	3.06	1	3.01	4	35	2.89	3	3.03	4	21	2.83	3	2.89	6	32	2.63	1	2.78	2
6. Local current events	35	2.54	12	2.41	12	25	2.14	14	2.25	15	14	2.20	13	2.17	17	23	2.00	13	2.09	17
7. State current events	50	2.63	8	2.75	7	28	2.53	8	2.59	9	18	2.68	7	2.59	10	25	2.14	10	2.27	11
8. Nat'l current events	47	2.64	7	2.70	8	28	2.58	6	2.57	10	14	2.68	7	2.61	9	23	2.10	11	2.20	12
9. Use of news media	48	2.56	10	2.64	11	27	2.38	11	2.41	13	14	2.59	9	2.59	10	20	1.99	14	2.05	19
10. Historical events	49	2.66	6	2.65	10	25	2.63	5	2.67	8	17	2.79	5	2.72	8	23	2.50	3	2.75	3
11. Sex education	55	2.89	4	3.08	3	42	2.88	4	3.12	3	27	3.10	1	3.40	2	20	2.57	2	2.88	1
12. Law and authority	21	2.11	15	2.38	13	19	2.18	12	2.54	11	14	2.12	15	2.78	7	17	2.30	6	2.56	7
13. Use of leisure time	27	2.52	11	2.69	9	21	2.48	10	2.75	7	13	2.34	11	2.93	5	15	2.32	5	2.61	6
14. Inter-intracity travel	27	2.13	14	2.27	16	26	2.16	13	2.27	14	20	2.18	14	2.54	13	24	2.09	12	2.31	10
15. Grooming	21	1.98	17	2.22	17	19	1.88	18	2.22	16	16	1.91	19	2.20	16	15	1.85	17	2.14	15
16. Work Habits/attitudes	28	2.15	13	2.36	14	26	2.13	15	2.53	12	12	1.98	16	2.49	14	13	2.17	9	2.46	9
17. Job aspirations	73	2.59	9	2.90	6	42	2.58	6	2.91	6	20	2.76	6	2.98	4	13	2.40	4	2.65	5
18. Job application process	90	2.73	5	3.00	5	68	2.49	9	2.95	5	35	2.35	10	2.59	10	18	1.72	20	2.03	20
19. Fringe benefits	93	2.96	3	3.17	2	73	3.00	2	3.24	2	38	2.81	4	3.10	3	19	2.28	8	2.55	8
20. Union membership	92	3.00	1	3.24	1	74	3.23	1	3.39	1	44	3.06	2	3.51	1	26	2.29	7	2.67	4

TABLE 84

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR TEACHING LEVELS

	PRIMARY		INTERMEDIATE		JUNIOR HIGH		SENIOR HIGH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Peabody Language Development Kits	3.29	1	2.78	3	2.38	5	2.18	4
2. Fitzhugh Plus Program	1.47	12	1.48	13	1.69	11	1.38	13
3. Frostig Program for the Development of Visual Perception	3.28	2	2.85	2	2.55	3	1.89	6
4. Simplified Reading Readiness Program	2.19	4	2.05	5	2.52	4	2.09	5
5. Readers Digest Skill Builders	2.95	3	3.59	1	3.55	1	3.42	1
6. Money Makes Sense & Using Dollars and Sense	1.65	9	1.88	6	2.95	2	2.89	2
7. Finding Your Job (Finney Co.)	1.36	14	1.54	11	2.00	6	2.67	3
8. Captioned films for the deaf	1.59	11	1.54	11	1.77	8	1.42	10
9. Jefferson Program for Concept Development	1.19	15	1.19	15	1.24	15	1.18	15
10. Basic Concept Inventory	1.64	10	1.68	9	1.71	10	1.47	9
11. Durrell Reading Capacity and Achievement Test	1.95	5	2.16	4	1.76	9	1.65	7
12. Wepman Auditory Discrimination Test	1.95	5	1.76	8	1.58	13	1.53	8
13. Cain-Levine Social Competency Scale	1.38	13	1.38	14	1.45	14	1.38	12
14. Open Court Reading Program	1.85	7	1.88	6	1.78	7	1.32	14
15. Distar Language Program	1.77	8	1.63	10	1.61	12	1.41	11

*In this section teachers were asked to respond on a fixed point scale with regard to their familiarity with the materials named. The scale was to be marked as follows:

Not familiar with the materials 1 X2 3 4 5
Have read or heard about 1 2 X3 4 5
Have seen demonstrated or in use 1 2 3 X4 5
Have tried the material 1 2 3 4 X5
Use the material regularly 1 2 3 4 5 X

TABLE 85

DIFFICULTY WITH SEATWORK FOR TEACHING LEVELS

	PRIMARY TEACHING DIFFICULTY		INTERMEDIATE TEACHING DIFFICULTY		JUNIOR HIGH TEACHING DIFFICULTY		SENIOR HIGH TEACHING DIFFICULTY	
	MEAN	RK	MEAN	RK	MEAN	RK	MEAN	RK
DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN:								
Arithmetic	1.86	15	1.62	15	1.70	15	1.57	15
Language Arts	2.14	11	2.00	11	2.14	12	2.18	10
Reading	1.94	14	1.84	13	2.05	13	2.17	11
Social Studies	2.58	6	2.48	6	2.35	8	2.37	6
Science	2.80	2	2.73	2	2.81	3	2.81	1
DIFFICULTY IN DESIGNING SEATWORK ON DIFFERENT ABILITY LEVELS:								
Arithmetic	2.07	12	1.80	14	1.96	14	1.89	13
Language Arts	2.23	9	2.07	9	2.53	6	2.34	7
Reading	2.02	13	1.92	12	2.16	11	2.30	8
Social Studies	2.77	3	2.61	5	2.65	5	2.46	4
Science	2.91	1	2.78	1	3.00	1	2.78	2
DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED:								
Arithmetic	2.25	8	2.07	9	2.24	10	1.88	14
Language Arts	2.31	7	2.21	7	2.51	7	2.15	12
Reading	2.20	10	2.09	8	2.31	9	2.21	9
Social Studies	2.64	5	2.62	4	2.73	4	2.42	5
Science	2.75	4	2.67	3	2.97	2	2.76	3

TABLE 86

DIFFICULTY WITH EVALUATION OF PUPILS FOR TEACHING LEVELS

	PRIMARY			INTERMEDIATE			JUNIOR HIGH			SENIOR HIGH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Reporting pupil progress to parents:												
a) Report cards	25	2.10	2	16	1.93	2	13	1.77	5	11	1.60	7
b) Parent conferences	5	1.59	6	5	1.57	7	5	1.67	6	8	1.70	6
c) Written narrative reports of pupil progress	7	1.83	5	11	1.90	3	13	1.66	7	18	1.95	2
d) Anecdotal records	11	1.89	4	8	1.84	5	16	1.94	3	23	1.90	3
2. Developing adequate teacher-made tests.	23	2.32	1	11	2.18	1	9	2.20	1	7	2.04	1
3. Grading daily assignments.	24	1.52	7	16	1.77	6	13	1.80	4	5	1.84	5
4. Determining promotion policies.	28	2.05	3	21	1.85	4	18	2.05	2	23	1.89	4

TABLE 87

DIFFICULTY WITH ASPECTS OF PUPIL CHARACTERISTICS FOR TEACHING LEVELS

	PRIMARY			INTERMEDIATE			JUNIOR HIGH			SENIOR HIGH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Understanding and appreciating how social class differences affect pupil performance.	0	1.61	6	0	1.54	6	0	1.63	6	0	1.61	6
2. Understanding the intellectual characteristics of children.	0	1.79	3	0	1.71	3	0	1.82	3	0	1.67	4
3. Understanding the social development of the child.	0	1.77	5	0	1.71	3	0	1.71	5	0	1.69	3
4. Understanding how emotional problems affect teaching the children.	0	1.79	3	0	1.71	3	0	1.75	4	0	1.67	4
5. Utilizing knowledge of the speech and language development in children.	0	1.99	2	0	2.12	2	0	2.26	2	0	2.17	2
6. Understanding children with perceptual problems.	0	2.31	1	0	2.43	1	0	2.50	1	0	2.42	1

TABLE 88

DIFFICULTY WITH ASPECTS OF PROFESSIONAL RELATIONSHIPS FOR TEACHING LEVELS

	PRIMARY		INTERMEDIATE		JUNIOR HIGH		SENIOR HIGH	
	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Relationships with administration and special teachers	1.40	8	1.35	9	1.57	10	1.37	10
2. Supervision assistance	2.19	1	2.10	1	2.25	2	2.03	1
3. Relationships with special service personnel	1.54	5	1.56	5	1.96	5	1.77	5
4. Communication with community agencies	2.03	2	2.04	2	2.32	1	1.93	4
5. Relationships with regular class teachers	1.43	7	1.39	8	1.68	6	1.44	8
6. Relationships with special class teachers	1.37	10	1.40	7	1.67	7	1.44	8
7. Access to journals and references	1.90	4	1.83	4	2.11	3	1.95	3
8. Dealing with confidential matters	1.39	9	1.35	9	1.61	9	1.53	7
9. Teacher parent rapport	1.54	5	1.48	6	1.63	8	1.60	6
10. Referral of parental inquiries	2.01	3	2.02	3	2.06	4	2.03	1

	MEMBER.		ASSIST.		MEMBER.		ASSIST.		MEMBER.		ASSIST.		MEMBER.		ASSIST.	
11. In which do you hold membership/get assistance?	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK	%	RANK
PTA	65	3	29	4	61	3	32	3	46	3	33	2	41	2	24	3
CEC	27	4	32	3	19	4	20	4	33	4	35	1	23	4	23	4
STATE EDUCATION ASSOCIATION	68	2	33	1	63	1	40	1	48	2	30	3	38	3	30	1
NEA	69	1	33	1	63	1	36	2	49	1	30	3	42	1	28	2
AFT	4	7	3	7	3	7	2	7	5	7	7	7	8	6	7	6
STATE ASSOC. FOR RETARDED CHILD	10	5	7	6	4	6	5	6	10	6	12	6	7	7	8	5
CO. ASSOC. FOR RETARDED CHILD	10	5	10	5	10	5	10	5	12	5	13	5	16	5	7	6

TABLE 89

DIFFICULTY WITH UTILIZATION OF PSYCHOLOGICAL INFORMATION FOR TEACHING LEVELS

	PRIMARY			INTERMEDIATE			JUNIOR HIGH			SENIOR HIGH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Understanding the function, role, and duties of the school psychologist.	7	1.95	1	6	1.79	3	6	2.10	3	8	1.84	3
2. Utilizing and understanding information given in reports by the school psychologist.	7	1.91	2	7	1.91	1	8	2.28	1	6	2.11	1
3. Interpreting group test results, e.g., readiness and achievement scores.	4	1.90	3	1	1.85	2	4	2.11	2	2	1.88	2

TABLE 90

DIFFICULTY WITH CLASSROOM ARRANGEMENT AND MANAGEMENT FOR TEACHING LEVELS

	PRIMARY			INTERMEDIATE			JUNIOR HIGH			SENIOR HIGH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
1. Handling a wide age span.	3	2.10	4	2	2.02	4	3	2.01	4	5	1.98	5
2. Individualizing instruction, yet planning for the rest of the class at the same time.	2	2.30	1	3	2.27	1	4	2.27	2	4	2.44	2
3. Establishing rules, routines, and daily procedures for the orderly operation of classroom.	2	1.54	7	3	1.55	7	4	1.75	7	2	1.71	7
4. Establishing daily class schedule.	2	1.46	8	3	1.53	8	4	1.56	8	2	1.52	8
5. Developing appropriate techniques for management of pupil behavior.	1	1.90	5	2	1.84	6	3	1.97	5	1	1.78	6
6. Effective use of learning centers.	3	2.23	2	4	2.25	2	5	2.43	1	6	2.25	3
7. Organization of classroom environment conducive to learning--bulletin boards, seating arrangement, and appearance.	2	1.72	6	3	1.89	5	5	1.83	6	3	2.03	4
8. Prescribing materials for individual children based on learning deficits and needs.	1	2.21	3	2	2.20	3	1	2.27	2	2	2.51	1

TABLE 91

DIFFICULTY WITH GENERAL METHODOLOGY FOR TEACHING LEVELS

	PRIMARY			INTERMEDIATE			JUNIOR HIGH			SENIOR HIGH		
	N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY		N/A	TEACHING DIFFICULTY	
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
DIFFICULTY IN USING THE FOLLOWING GENERAL METHODS:												
Class Discussion	5	1.74	8	5	1.64	8	4	1.70	8	1	1.76	8
Individual Student Report	9	2.19	2	5	1.96	5	3	2.29	5	0	2.06	5
Committee Work	12	2.36	1	8	2.45	1	4	2.59	1	2	2.45	2
Field Trips	8	1.77	7	8	1.76	7	4	2.06	7	2	1.94	6
Resource People	7	2.19	2	7	2.00	4	4	2.46	3	1	2.17	4
Class Experiment	7	2.06	5	8	2.01	3	4	2.33	4	2	2.20	3
Dramatization	5	2.07	4	7	2.23	2	4	2.57	2	1	2.76	1
Demonstrations	6	1.94	6	6	1.92	6	4	2.14	6	1	1.80	7

TABLE 92

AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR TEACHING LEVELS

	PRIMARY				INTERMEDIATE				JUNIOR HIGH				SENIOR HIGH			
	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %	AVA. %	APP. %	OPE. %	MAT. %
EQUIPMENT																
MOTION PICTURE PROJ.	10	11	11	8	13	12	12	10	16	6	10	16	12	6	7	20
SLIDE PROJECTOR	15	9	3	9	17	11	2	12	17	9	5	12	11	7	2	19
FILM STRIP PROJECTOR	10	6	3	7	12	6	2	9	13	5	6	13	9	6	1	19
TAPE RECORDER	13	3	5	9	14	4	4	11	22	6	4	12	11	7	1	21
OPAQUE PROJECTOR	28	15	6	8	27	13	5	12	26	6	9	14	31	11	5	19
OVERHEAD PROJECTOR	18	12	5	21	18	8	3	19	17	6	5	27	16	6	4	24
PHONOGRAPH	10	3	1	8	15	3	2	10	16	10	1	13	17	11	2	18
CAMERA	47	12	3	6	49	13	7	9	40	10	0	10	41	14	5	14
RELATED MATERIALS																
PICTURES	15	2		5	17	4		4	23	4		8	21	4		13
POSTERS	18	3		4	19	5		6	26	4		8	21	4		14
MODELS	28	4		6	25	6		6	26	8		9	28	6		14
DISPLAYS	27	4		6	28	6		7	27	8		6	25	6		16
PROG. INST. MATERIALS	31	3		8	30	3		8	22	12		14	37	3		21
WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMMED MATERIALS FOR USE WITH THE BASIC SKILLS? YES	316	96%			241	98%			72	96%			80	84%		
NO	12	4%			5	2%			3	4%			9	9.5%		

*AVA = Availability APP = Appropriateness OPE = Operation MAT = Material for use with